

Project-Based Learning Unit	
Created by Janet Sprout, Harrison County Schools	
Part I: Designing a Standards-Based Project	
1. On what topic or unit of study will your project focus? <p style="text-align: right;">Titanic</p>	
2. Describe how this project will address standards in various curriculum areas:	
Language Arts Use the writing process to generate topics, plan approaches, and develop expository writing	Science cooperate and collaborate to ask questions, design and conduct investigations and to find answers and solve problems
Social Studies draw generalizations and conclusions about people, ideas, and events	Math
Technology Identifies the internet as a tool to locate information Use digital video equipment	Other
3. List two or three learning goals for this project: Learn about the Titanic disaster as a historical event by reading informative articles, books, DVD's, and by use of internet. Draw conclusions and better understand the people who were lost or saved as a result of the disaster, and whether or not social status affected the outcome. Produce a video presentation representing themselves as any one of the 2200 people on board being as accurate as possible and conform to the outline of chronological events.	
4. How will you involve students in the planning process for this project? Complete a KWL chart as a whole group Collaborate with others in a group setting and complete a KWH chart (decide "how" they will locate information	
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.) Essential question: Although the Titanic sank in 1912, the liner remains a great source of legend and historical curiosity. Why do you think the Titanic continues to capture our attention and imagination?	
6. Why was the Titanic built?	
7. What state of the art features of the Titanic led to the claim that it was unsinkable?	
8. Why did the captain and the crew ignore the iceberg warnings-Were they negligent?	

9. How did the sinking of the Titanic affect society at large?
10. What were the causes of the Titanic to sink?
11. Why didn't Titanic carry enough lifeboats?
12. Do the passengers or crew members talk about the same event with different perspectives?
13. Why is it important to recover and conserve artifacts from the Titanic's wreck site?

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

Teacher-Led	Individual Tasks	Team Investigations	Community Connections
Introduction and presentation of background information on Titanic	Choose a passenger or crew member to research	Complete a K-W-H chart	Students will have the opportunity to work with parents and faculty members to aid in research of projects
Complete-K-W part of the K-W-L chart	View DVDs	Gather information	
Class discussions	Generate answers through research/texts	Choose relevant information	

15. What strategies will you use to help students plan their final products to present their findings and demonstrate their learning? Students will be given a checklist, guidelines, and a rubric for video presentation along with teacher conferencing throughout the project. Many materials and resources will be made available to utilize during their research.

16. List the required materials and resources (other than technology).
 DVD's- Titanic, the complete story and Secrets of the Titanic
 Exploring the Titanic by Robert D. Ballard
 Inside the Titanic by Ken Marchall
 8821/2 Amazing Answers to Your Questions About the Titanic by Hugh Browster and Laurie Coulter
 The Story of Titanic(as told by its survivors)

Part II: The Role of Technology

1. What technology tools and resources will be used in the project?

Internet, video camera or recorder

www.historyonthenet.com

<http://connections.smsd.org>

<http://areallydifferentplace.org/titanic/list.php>

2. How will technology tools will be used in this learning unit and how will this use help meet the learning goals? The students will write a script and type on Microsoft Word and then using a video camera, read the script. After students make "their movies" they will share with peers.

Part III: Assessment

1. Describe the expected final project product students will prepare and your assessment strategies. The students will prepare a typed script as if they were a surviving passenger or crew member from their point of view and read the script while being recorded on videotape. Their point of view of the disaster will be in correct chronological order of the catastrophic event in history. Their presentation should be professional and informative and apply good verbal communication skills.
2. What interim or formative assessment strategies will you use during the course of the project? essential questions, checklist, and rubric. Students will have the opportunity to ask questions while conferencing with their peers and me.
3. How will students received feedback about their performance?
The students will conference with me and keep a journal with comments and questions.

Part IV: Timeline

Draft a timeline of the learning experiences for this project.

Week	Learning Activities	Standards	Assessment
1	K-W-L chart Development of Essential Questions	Language Arts Social Studies	Student Participation and Journal Keeping
2	K-W-H chart Reading of texts	Language Arts Social Studies	Student participation and Journals(checklists)
3	research	Technology Language Arts Social Studies Science	Participation Checklists Journals
4	Research, viewing DVD's	Technology Language Arts Social Studies	Participation Checklists Journals
5	Research on passengers and begin writing script	Technology Language Arts Social Studies	Participation Journals checklists
6	Videotape scripts	Technology Language Arts Social Studies	Checklists Participation Journals
7	Presentations	Technology Language Arts Social Studies	Rubrics

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
Background information on Titanic using essential questions for guidelines	Each student	Explain expectations of project	Provide checklists and guidelines	45 minutes per day(2 days)
Complete K_W chart	Whole group	Find out what students already know and want to know	none	45 minutes
Complete K-W-H chart	Small group	Groups will discuss "how they are going to find information	Journals	45 minutes
Research	Each student	Research information from checklist and guidelines	Internet and texts	45 minutes per day (3-4 days)
Conferences	Individual student or group	Discuss questions and go over checklists and ideas	Notes and Journals	10-15 minutes per week
Develop a script	Each student	Type on Microsoft Word	Computers	45 minutes per day (2-3 days)
Videotape Scripts	Each student	Students will be recorded while reading script	Videotape recorder	45 minutes per day (5 days)
Class presentations	Whole group	Students will watch scripts of students	Projector	5-10 minutes for each presentation