Being American PBL
Olathe West English III—Ortman

NAME:

Driving Question:
What does it mean to BE American? What do we value and what would a visitor to this country/community see reflected in our behaviors, our culture, our interests, our differences, and the way we live our lives?

PBL Standards:
1. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
2. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
3. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Project Task:
Students will have the option of researching and designing a presentation that answers the driving questions listed above, or a question of their choosing that falls in line with the curriculum and discussions we’ve been having in English III throughout the school year.

Project Timeline:
The Being American PBL will begin with an idea pitch for the presentation and some decision-making made by Monday, April 16th. Mrs. Ortman will be conferencing with each group weekly to make sure we’re on track for a May 11th due date. Final Presentations will be the week of May 14th at Olathe West for an authentic audience of their peers, teachers, administrators, and other adults.

Students will begin their project research in class on Tuesday April 9th. For the most part, every class period will include some PBL work time. However, there will also be mini-lessons on research, related literature, citations, and putting together a successful and professional presentation.

Project Requirements

Class Requirements:
→ Idea Pitch - Your group will pitch their concept idea to Mrs. Ortman and the class on April 17th during class-time. Your group will only have 60 seconds to explain your concept idea to the class and then answer questions.

→ Individual and Group Weekly Reflections & Conferences - You will be required to submit a self-reflection of your weekly progress as an individual via Weekly Reflection form. You will also write weekly goals and reflect as a group. As a part of your group’s weekly goal, you will conference every week with Mrs. Ortman to help monitor your progress & guide your work.

→ Peer Review Feedback - You will participate in peer reviews in class to gain feedback and suggestions for the final presentation.
Project Requirements:

➔ **Research & Data Collection** - Your project MUST contain research to validate your answer to the driving question. This research will be collected throughout the PBL & presented in your blog. You must have a minimum of FOUR sources, one of which must be an interview. Your data collection may be, but is not limited to: surveys, interviews, recordings, historical research, literature, pictures, videos, etc. Your Works Cited page should be included in your third and final blog post.

➔ **Blog** - Throughout your project you will be required to create & update a blog about your project. You must have 3 blog posts by the end of the project - not all of which are entered on the same day or span of a week. Your blog posts should be entered as a reflection and chronicle of work completed. Not all blog entries must be entirely writing as some may also include pictures, interviews, clips from videos, etc. Your blog address is DUE on Thursday, April 19th during class via Microsoft Teams Assignments.

➔ **Project Presentation** - Your group’s presentation that answers your driving question will be presented the week of May 14th. You will present to Mrs. Ortman the week before in case any last minute changes need to be made. All group members should participate in the presentation. Students are encouraged to dress in nice clothes for the final presentation.

➔ **Project Visual Aide (Videos/Slideshows/iMovies/iBooks etc)**- Your group will compose and share a presentation that completely answers your driving question. The format is up to your group, but it must be something that can be seen more than once and would be easy to show without your guidance.

You will want to choose roles for this PBL. Suggested roles are:

Research Team (up to 2 students):

Blogger:

Presentation Manager:

Technology Guru:

Presenters: ALL GROUP MEMBERS

Idea Generator - complete with your group by Tuesday April 17th

Ideas that are conceivable:

Feedback after pitch:

Final Narrowed Focus:
Blog Creation
Please follow the directions below to set up a blog for your group’s Being American PBL presentation.

**STEP 1:**
Begin by signing into your Google account.

![Google Sign In]

**STEP 2:**
Visit [www.blogger.com](http://www.blogger.com) to create your blog. Click the ORANGE “create your blog” button.

![Blogger Create Blog]
STEP 3:
Title your group’s blog Being American PBL - GROUP NAME
Blog Address: ______________________________________

STEP 4:
Begin by creating your first post to welcome visitors to your blog. In this first post, you should: list your group member’s first names, explain your assignment and talk about the idea you pitched and why your group chose that idea. To begin: click on the ORANGE ‘new post’ button.
**STEP 5:**
Title, write and publish your post by clicking the ORANGE ‘publish’ button.

**STEP 6:**
Now, select your post by clicking on the box and then ‘publish’ button.
**STEP 7:**
Click ‘view blog’ to check out your work.

Now, you can check out your blog!

![Image of blog entry](2016_DSFE_Genius_Hour_Hour_Project)

**Blog Entry Dates:**

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<tr>
<th>Post #</th>
<th>Date Due</th>
<th>Type (written, picture, video, etc.)</th>
<th>Date Entered</th>
<th>Author</th>
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<td>1</td>
<td>Thursday 4/19</td>
<td>(Welcome/Intro to Blog)</td>
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<td>2</td>
<td>Friday 4/27</td>
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<td>3</td>
<td>Friday 5/11</td>
<td>(Final project report and Works Cited)</td>
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<td>Group Member Names</td>
<td>Idea Pitched</td>
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Individual Reflection - Each person should complete the weekly form provided by Mrs. O.

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<tr>
<td>Friday 4/20</td>
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<td>Thursday 4/26</td>
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<td>Friday 5/4</td>
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<td>Monday 5/14</td>
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Weekly Group Reflection & Teacher Conference

**Week #1 Goal and Reflection due Thursday, April 19th:**
Our goal this week is:

This week, we specifically accomplished:

We are: (circle one) NOT ON TRACK AHEAD OF GOAL ON TRACK

Blog Created: [ ]

First Entry made to blog: [ ]

Conference Feedback:

**Week #2 Goal and Reflection due Thursday, April 26th:**
Our goal this week is:

This week, we specifically accomplished:

We are: (circle one) NOT ON TRACK AHEAD OF GOAL ON TRACK

Blog Created: [ ]

First Entry made to blog: [ ]

Conference Feedback:
**Week #3 Goal and Reflection due Thursday, May 3rd:**

Our goal this week is:

_________________________________________________

This week, we specifically accomplished:

_________________________________________________

We are:  (circle one)  

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Entries made to blog: 

Conference Feedback:

**Week #4 Goal and Reflection due Friday, May 11th:**

Our goal this week is:

_________________________________________________

This week, we specifically accomplished:

_________________________________________________

We are:  (circle one)  

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Entries made to blog: 

Conference Feedback:

Teacher Signature
KS State Standards addressed by this presentation include:

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussion (one on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4 Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely, and logically for a specific purpose, audience, and task.

SL.11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.9 Demonstrate knowledge of foundational works of American and world literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.13 Read and comprehend literature, including stories, dramas, and poems.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.7 Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.

RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. and world texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

RI.11-12.9 Analyze foundational documents of historical and literary significance for their themes, purposes, and rhetorical features.
ISTE STANDARDS FOR STUDENTS

Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.