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| PROJECT DESIGN: STUDENT LEARNING GUIDE |
| **Project: The Dream Lives on** |
| **Driving Question: What parts of Dr. King's dream have or have not been realized in the present day? What dreams for freedom do you have?** |
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| **Final Product(s)** Presentations, Performances, Products and/or Services | **Learning Outcomes/Targets**knowledge, understanding & success skills needed by students to successfully complete products | **Checkpoints/Formative Assessments**to check for learning and ensure students are on track | **Instructional Strategies for All Learners**provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments |
| (individual **and** team) | I can listen and reflect on Martin Luther King Jr’s I Have a Dream Speech | Padlet.com | Teacher will play audio of I Have a Dream Speech and encourage students to display words or phrases on Padlet |
| I can interview family members and share their responses with the class | Whole class discussion | Teacher will lead the class discussion on interview responses |
| I can create a public product of dreams I have for freedom today | Poster, painting, poem, song, rap, blog post | Teacher will encourage students to use Padlet responses, family interview responses, and their own thoughts and feelings to help create their public product.  |
| I can work together as a group to analyze sections of the I Have a Dream Speech and share our thoughts with the class | Whole class discussion  | Teacher will have sections of speech printed out to give to each group to analyze. |
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