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| **Project Overview** | | | | | | | | | | |
| **Name of Project: The Dream Lives On** | | | **Duration (days): 10 days** | | | **Written For:**  Period Schedule  Block Schedule | | | Trimester  Semester | |
| **Subject/Course: JAG** | | | **Teacher(s): R. Leinaar** | **State: Iowa** | | **Grade Level(s):**  7/8  9/10 | 11/12  Alternative Ed.  Out of school | | | Any |
| **Other Subject Areas to Be Included:** History | | | | | | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | Students will learn about the life and work of Dr. Martin Luther King Jr., reflect on a section of Dr. Martin Luther’s King’s speech “I have a dream” and become aware of inequalities that still exist in the United States today. They will create a list of other dreams MLK would have if he were alive today. Students will compile ideas of their dreams of freedom. They will also interview family members on what freedom means to them and in what ways they consider themselves free or not free. They will create a work of art (poster, painting, poem, song, rap, blog post, etc.) that represents what dreams of freedom they have and host a showcase/exhibition of their creations. We will invite family, friends, school administration and community partners to attend the performance. Artwork will be posted in a display case/hallway throughout the month of February, or to your preference. | | | | | | | | | |
| **Driving Question**  What problems/questions will students be learning about? | What dreams for freedom do you have? | | | | | | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | I Have a Dream Speech – <https://www.americanrhetoric.com/speeches/mlkihaveadream.htm> Guest speaker (or organization) from the Black Men’s Coalition, NAACP, a Historian or community expert from the 1960’s who can speak about what was happening in our country at that time. See Entry Event attachment for complete activity. | | | | | | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** | Analyze a section of “I Have a Dream” speech, Other dreams MLK would have for today, Showcase performance | | | How will students demonstrate competency attainment as a team? | | | **Presentation Audience** | | |
| Class | | |
| School | | |
| Community | | |
| **Individual:** | Interview of a family member about freedoms and inequalities Create a poster of their own freedoms Individual creation to perform at the showcase | | | How will students demonstrate competency attainment individually? | | | Experts | | |
| Web | | |
| Other:Click here to enter text. | | |

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| **Project Overview** | | | | | | | | | | | | |
| **Competency Attainment**  What competencies should students understand, know and be able to do as a result of the PBL? | | | What competencies will you introduce? **(Level 1):**  C18, E30, F36, G51, H70, H71, H73, H75  What competencies will be in progress during this project? **(Level 2):**  D21, H65, H79  Which competencies will students be able to demonstrate mastery by the end of this project? **(Level 3):**  D23, D24, I87 | | | | | | | | | |
| **Formative Assessments**  (Check all that apply)  How will you assess student learning throughout the PBL? | | | Checklists | | | Notes | | | | | | Preliminary  Plans/Outlines/Prototypes |
| Concept Maps | | | Online Tests/Exams | | | | | | Quizzes/Tests |
| Journal/Learning Log | | | Practice Presentation | | | | | | Rough Drafts |
| Other (see PBL Library for ideas): Padlet.com Word/phrases that stood out from speech | | | | | | | | | |
| **Summative Assessments**  (Check all that apply)  How will you assess student learning at the completion of the project? | | | Essay | | | | Peer Evaluation | | | | |  |
| Multiple Choice/Short Answer  Test | | | | Self-Evaluation | | | | |  |
| Oral Presentation, with rubric | | | | Written Final, with rubric | | | | |  |
| Other (see PBL Library for ideas): Song, rap, poster, story, etc. | | | | | | | | | |
| **Reflection Methods**  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | | | **(Individual, Group, and/or Whole Class)** | Journal/Learning Log | | | | | | Focus Group – Success Counsel | | |
| Whole-Class Discussion | | | | | | Fishbowl Discussion | | |
| Survey | | | | | | Other (see PBL Library for ideas): Click here to enter text. | | |
| **Project Overview** | | | | | | | | | | | | |
| **Career Association:**  How will you build student leadership into the PBL? | | | **Which CA Goal(s) will be covered in this PBL?**  Leadership  Community Service  Career Prep  Civic Awareness  Social Awareness  Fundraising | | **What roles will your officers lead in planning?**  Leadership: Inviting guest speakers  Community Service: Presenting to class information for MLK Day of Service  Career Prep: Click here to enter text.  Civic Awareness: Present information on the Civil Rights Movement  Social Awareness: make signs for the exhibition  Fundraising: auction artwork | | | | | | | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Finding guest speakers  Community Service: gathering information on MLK Day of Service  Career Prep: Click here to enter text.  Civic Awareness: research the Civil Rights Movement  Social Awareness: make signs for the exhibition  Fundraising: auction artwork | | | | | | | |
| **Which Career Pathways will be incorporated into this PBL?**  Arts & Communication  Business, Management, Marketing & Technology  Engineering/Manufacturing & Industrial Technology  Health Sciences  Human Services  Natural Resources & AgroSciences | | | | | **Which employers/businesses will you work with throughout this project?**  **Community members/Historian to inform about life in the 1960’s** | | | | | | | |
| **Employer Engagement Strategy:**  How will you utilize employer connections to increase relevance? | | | **Circle One:**  Meet and Greet  Classroom Presentation  Project Observation  Skype/Webinar  Mock Interview  Other: Click here to enter text. | | **Circle Two:**  Service Learning  Company Tour  Mentoring  Co-Develop PBL/Scaffolding  Critique of Public Product  Other: | | | | | | **Circle 3:**  Job Shadow  Limited Time Work Experience  Pre-Apprenticeship  Internship/Apprenticeship  Summer Job  Other: Click here to enter text. | |
| **Project Overview** | | | | | | | | | | | | | |
| **Scaffolding**  What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content?  How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | | | **Prior to the Project Beginning:**  (What do you need to do to prepare for the project to begin?)  Familiarize yourself with the “I Have a Dream” speech, Set up Padlet account, Secure necessary materials and resources, Create/modify assessments and reflections, Attain permission to display projects in the hallways  **Launching the Project:**  (How will you SPARK their attention?)  Perform the entry event and discussion, Share the driving question, Discussion on student voice and choice  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  Allow time to work in groups to analyze sections of the speech, Brainstorm freedom and dreams of people today, Interview family members and discuss answers received, Project work time on I Have a Dream for… (poster, poem, song, rap, blog, etc.) that represent what dreams the students have, and host a showcase/exhibition of their creations, Present public product – invite family, friends, school personnel and community partners to attend the performance, Reflection on entire project. | | | | | | | | | | |
| **Accommodations**  What modifications will you need to make to fit the needs of all students in your classroom? | | | Adjustments may be made based on 504 or IEP accommodations | | | | **Revision & Critique:**  How will you provide opportunities for students to review their work and provide feedback for improvement? | Some students may need extra time according to 504/IEP instructions and accommodations. | | | | | |
| **Resources**  How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project? | | | **WHO** will you be incorporating? | | | | **HOW** will you be incorporating? (please describe) | | | | | | |
| School Staff | | | | Assistant Principal, guest at the showcase | | | | | | |
| Business Professionals/Employers | | | | Invite them to the showcase | | | | | | |
| Community Leaders/Organizations | | | | Guest speaker from Community organization, Historians, elected officials to help inform students about life during the 1960’s | | | | | | |
| Technology | | | | Computer, speakers to help students who choose to create a product with technology | | | | | | |
| Materials | | | | Poster, markers, fun-tasks  <https://edsitement.neh.gov/lesson-plan/dr-kings-dream#sect-activities> | | | | | | |
| **student Learning Guide** | | | | | | | | | | | | |
| **Project: The Dream Lives On** | | | | | | | | | | | | |
| **Driving Question: What dreams for freedom do you have?** | | | | | | | | | | | | |
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| **Description of Activity/Product**  What will students, specialists, guests, etc. be doing during this portion? | | | | | | | | **Learning Outcomes/Targets**  What knowledge, understanding & success skills will students need to successfully complete this portion? | | | | |
| Formative  Final Product | Padlet.com  Specialist will play audio of the speech and encourage students to display words or phrases on Padlet | | | | | | | I can listen and reflect on MLK Jr’s “I Have a Dream” speech. | | | | |
| Team  Individual |
| Formative  Final Product | Journal | | | | | | | I will analyze the “I Have a Dream” speech | | | | |
| Team  Individual |
| Formative  Final Product | Student groups will analyze sections of the speech | | | | | | | I can work in a group to analyze and discuss the speech on a deeper level | | | | |
| Team  Individual |
| Formative  Final Product | Students will interview family members about their views on freedom | | | | | | | I can develop, ask, and record interview questions. | | | | |
| Team  Individual |
| Formative  Final Product | Participants will use Padlet responses, family interviews, and personal values & knowledge to create a public product. | | | | | | | I can create a public product displaying the dreams I have for freedom today. | | | | |
| Team  Individual |
| Formative  Final Product | Participants will have a fishbowl discussion about the March on Washington | | | | | | | I can analyze and discuss information | | | | |
| Team  Individual |
| Formative  Final Product | Participants will present their final product | | | | | | | I can demonstrate my dream of freedom | | | | |
| Team  Individual |
| Formative  Final Product | Click here to enter text. | | | | | | | Click here to enter text. | | | | |
| Team  Individual |
| Formative  Final Product | Click here to enter text. | | | | | | | Click here to enter text. | | | | |
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| Formative  Final Product | Click here to enter text. | | | | | | | Click here to enter text. | | | | |
| Team  Individual |

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| **PROJECT CALENDAR** | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK ONE** | | | | |
| Entry Event – see attachment  Students will journal their impressions of the speech | In small groups, students will analyze a section of MLK Jr’s “I Have a Dream” speech and come up with a list of dreams MLK may have for people today.  Whole class discussion. | Pair share: Participants will work with a partner to develop a list of questions to ask a family member about their definition of freedom. Student homework will be to interview a family member about their definition of freedom. Participants will brainstorm ideas for their project and create an outline of what their public product will demonstrate and how they will create it. | Whole class discussion- family interviews.  As individuals, students will begin creating their public product through any medium- poster, painting, song, rap, poem, etc. | Students will read about the March on Washington at: [https://www.history.com/topics/black-history/march-on-washington \](https://www.history.com/topics/black-history/march-on-washington%20\)  This will be followed by a fishbowl discussion.  They will continue work on their public product |
| **PROJECT WEEK TWO** | | | | |
| Students continue work on their public product | Students will have a gallery walk for peer feedback with 1 like and 1 wish. They will continue working and revising. | Students will rehearse for the showcase and polish their public product. | Showcase/Exhibition- invite family, friends, school administration and community members. Post artwork in a display case/hallway to promote diversity and inclusion.  Extension: With school permission, the artwork could be auctioned to raise funds for a service project. | Self-reflection on project work |

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| **PROJECT CALENDAR** | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK THREE** | | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **PROJECT WEEK FOUR** | | | | |
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| **PROJECT CALENDAR** | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK FIVE** | | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **PROJECT WEEK SIX** | | | | |
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| **ADDITIONAL INFORMATION** |
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