



Project Planning Toolkit



New Tech Network

WHAT IS A PROJECT PLANNING TOOLKIT?

This robust template provides the granular details that help teachers design and execute a project. The toolkit is broken down into five categories:



Begin with the end in mind



Design the project scenario



Plan the assessment



Create the path



Assess your project before launch

NOTE TO EDUCATORS

We're so excited that you're thinking about using one of the NTN Model Projects! Before you begin, we'd like to share a few thoughts and considerations. **This project is intended to be a model, but only a model to get you started.** As with any instructional materials, you will need to adjust tasks, materials, and scaffolding based on the needs of your students. In addition, adjust your project based on your local context, such as connecting to community partners.

We have created a few examples of scaffolding for each benchmark section to help you get started. [NTN Practice Cards](#) are embedded in the "Create the Path" and "Project Calendar". The NTN Culture Practices help you create a safe, inclusive, and emotionally supportive classroom for all students and enrich your trauma-informed work. The NTN Learner-Centered and Assessment Practices help all students, including English Language Learners, in developing Learning Outcome skills. Some include a link to a lesson plan with suggestions for using the practice and adapting it to provide additional support based on your students' needs and your unique context.

"Project Calendars" are meant only to model day to day PBL and will need to be adjusted for various schedules, class period lengths, etc.

Each toolkit is part of a Curriculum Framework that models the scope and sequence of projects throughout the academic year. See [NTN Curriculum Frameworks](#) and [NTN Glossary](#) in the Help Center to learn more.

[<< 3rd Grade Year-at-a-Glance](#)
[<< 3rd Grade Project Snapshots](#)



NTN 3rd Grade Model Project Planning



New Tech Network

Toolkit

PROJECT TITLE

Honoring Unsung Voices

AUTHOR(S)

New Tech Network

DURATION

6-7 weeks

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	Design the project scenario
	Plan the assessment
	Create the path
	Assess your project before launch



BEGIN WITH THE END IN MIND

Consider the standards you'll be addressing in this project as well as the rubric indicators (rows of bullets) from the NTN Learning Outcome rubrics you'll be targeting.

SUBJECT AREA

[Social Studies](#)

STANDARD

D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.

D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.

D2.His.16.3-5. Use evidence to develop a claim about the past.

LEARNING TARGETS

- I can use multiple historical sources to learn about historical events that have impacted my community.
- I can generate questions about individuals and groups who have impacted my community.
- I can explain why individuals and groups differed in their perspectives.
- I can explain how historical sources, such as newspapers, articles, and media were used to share information.
- I can cite evidence from historical text to support my opinion about the past.

Honoring Unsung Voices



BEGIN WITH THE END IN MIND (Continued)

SUBJECT AREA

Social Justice Standards

STANDARD

DI.3-5.8-I want to know about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.

DI.3-5.10-I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

JU.3-5.15-I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

JU.3-5.12-I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.

JU.3-5.13-I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.

LEARNING TARGETS

- I want to know about other people's lives and experiences.
- I can ask interview questions respectfully and listen carefully and non-judgmentally.
- I can explain how the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
- I can describe the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
- I can give examples of prejudice words, pictures and rules.
- I can describe how words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.

ELA

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

RL.3.6 & RI.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

- I can write a narrative story about an unsung community member, including specific events, descriptive details and clear event sequences.
- I can identify my own point of view from that of the narrator or those of the characters in a story.
- I can describe characters in a story and explain how their actions contribute to the sequence of events.

Honoring Unsung Voices




BEGIN WITH THE END IN MIND (Continued)

LEARNING OUTCOME

RUBRIC INDICATOR/S


LEARNING TARGETS



Agency

- Builds confidence: Identifies academic strength, previous success, or endurance gained through personal struggle


- I can set goals in my learning outcomes.



Collaboration

- Group Norms: Understands and follows group created norms and processes and **helps others do the same.**


- I can use my team contract to support and follow my group agreements and processes.



Oral Communication

- Presentation Skills: Demonstrates a command of most aspects of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing

- I can present my project with appropriate body posture, eye contact, voice and pacing.



Written Communication

- Development: Provides a basic introduction to the topic for the writing
- Organization: Concluding statement or section, when appropriate, is related to the topic

- I can write an introduction to my narrative story.
- I can write a concluding statement about an **unsung community member.**

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DESIGN THE PROJECT SCENARIO

Consider an authentic project scenario that will allow you to develop and assess the standards and outcomes you determined above.

PROJECT SCENARIO

What is the scenario that will guide student inquiry throughout the project?

In this project, students will explore their diverse local community. Using historical texts, students will learn about the people, places, and events that have shaped the history and culture of their community. Students will engage in a community walk and/or fieldwork to a local history museum to learn about the history of the community they live in. They will discuss which stories are and are not represented in their community and learn why it is important to amplify those unheard voices.

Using models of historical narrative stories, students will individually write a narrative story about a person in their community that inspires them or has influenced their life. In order to honor other unsung community members, groups of students will leverage the organization, [StoryCorp](#), to interview community members and capture their stories on the StoryCorp App; which curates all stories in the [Library of Congress](#) archives. (If you do not have the tools to record using the StoryCorp App, you can record via other digital tools or have students interview community members, record their responses on paper, and curate it into an artist statement.) Students will also learn about photography to capture photographs of their interviewee that reflect the qualities and traits that make them an inspiration.

BIG IDEAS Statements summarizing core ideas and processes that are central to topic and have lasting value (i.e. enduring understandings)

Our community has a history that we can learn about from artifacts, documents, and people. We can preserve and honor stories of unsung community members.

DRIVING QUESTION

Open-ended, high interest, thought provoking

How can we honor the unsung voices in our community?

PROBLEM STATEMENT

Role, task(s), purpose

We are historians who will interview, photograph, and capture stories of people in our community so that we can honor and preserve the stories of unsung community members.

WRITTEN

PERFORMANCE TASK

See NTN Elementary Written Task Templates and the Quality Checklist for help writing a prompt.

Prompt: After learning about a variety of people who have worked throughout history to bring more justice and fairness to the world, write a narrative story to honor an unsung community member of your choice. Be sure to share specific ways in which that person inspires or has influenced your life; highlighting character traits and actions.

CULMINATING PRODUCTS

Be sure to allow for student voice and choice in the products.

Presentation / Performance: The interviews, along with photographs of the community members and students' individual narratives will be curated and exhibited within their classroom or local history museum. (If you do not have a local history museum, you might try the community library, a history club, a cultural park, local university, photograph archives, community center, or other cultural center in your area).

Artifact(s):

- Group Product: Interview with community member or group, Photograph of community member or group. Museum exhibit and showcase
- Individual Product: Narrative story about an unsung community member of students' choice (Can be the same as the community member from the group interview or another unsung community member.)

Audience: Parents, community members and other 3rd graders invited to the museum for exhibition.

Honoring Unsung Voices



PLAN THE ASSESSMENT

Create the rubric you'll use to assess your students' work. Pull from the learning targets and the NTN Learning Outcome Rubrics, keeping in mind what you selected above in **STEP 1: BEGIN WITH THE END IN MIND**. Consider whether or not your students will need a separate rubric with more student friendly language.

TEACHER PROJECT RUBRIC

Try using the **CRAFT RUBRICS** practice (below) to build your rubric.

You can also reference the New Tech Learning Outcome rubrics in the [Help Center](#) for help creating your rubric.



LINK TO YOUR RUBRIC

[Teacher Rubric](#)

[Student-Facing Rubric](#)

CRAFT RUBRICS



What?

Create rubrics from NTN Learning Outcome Rubrics

Why?

- Help learners focus on specific indicators and master skills/outcomes over time
- Skillfully crafting rubrics takes time and a clear understanding of exactly what you hope students will be able to produce
- Not only do you need to clearly understand what your standards mean, you also must contextualize that content for your learners in the project or problem

How?

1. **Select one or two key indicators** (rows of bullets) from each NTN Learning Outcome rubric to focus on in a project or on a task.
2. **Create a project** or task rubric just from those indicators.
3. **Add any additional content indicators** based on your standards, as needed.
IMPORTANT: As you craft the language, articulate different levels of skill or mastery, **not** simple differences in number or quantity. For example, "Thoroughly supports opinions with evidence and warrants" rather than "Supports each opinion with two to three facts."
4. **If you will be providing grades** based on this rubric, determine how you will do that in a way that prioritizes learner growth and acknowledges where learners start. See **Assessment Practices** for more ideas.

REFLECT

- What data might you need to help you determine what indicators you will focus on? (Data could be formal or informal.)
- How will you keep the rubric alive for yourself and learners?

GO DEEPER

- See NTN Rubrics in Echo
- See sample rubrics in the NTN Help Center
- [5 Tips for a More Meaningful Rubric](#)

Honoring Unsung Voices



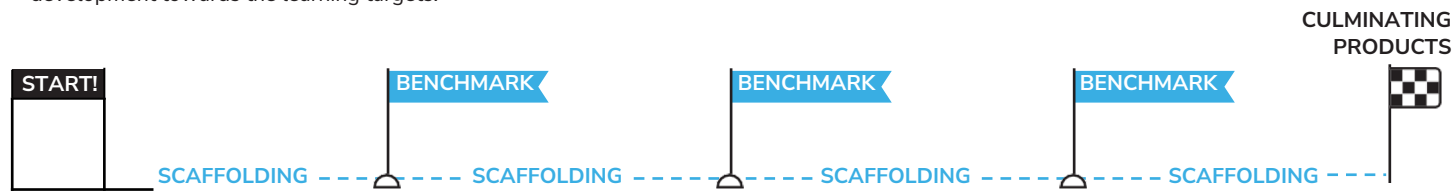
CREATE THE PATH

Plan how you'll move through the project with students from beginning to end.

- Entry Event
- Project Phases: Benchmarking & Scaffolding
- Literacy & Math Plans
- Project Calendar

PROJECT PHASES: SCAFFOLDING AND BENCHMARKS

Consider the sequence of learning that will likely take place based on student need-to-knows and skill development. Consider project benchmarks and scaffolding that can help students to stay on track and focused on the end products, while also allowing you to assess their development towards the learning targets.



ENTRY EVENT

DESCRIPTION AND PLAN

What will be the hook to spark curiosity and initiate the inquiry?
 How will you introduce the students to their role and tasks?
 Will you use a document to accompany the entry event?
 What should it include (i.e. academic vocabulary, description of role/tasks)?

- See Entry Event: Students will engage in a community walk or a fieldwork to a local history museum to learn about the history of the community they live in. They will discuss how they see themselves and their family's stories represented in their community. *See Culture Practices: Community Walk *See Learner-Centered Practices: Knows and Need-to-Knows (If you do not have a local history museum, you might try the community library, a history club, city town hall, school district office, a cultural park, local university, photograph archives, community center, or another cultural center in your area
- Virtual Entry Event Option: Virtually explore artifacts/stories captured in local history museums' websites, in the school website, or the school's city's homepage to learn about the history of the community they live in. Students will discuss how they see themselves and their family's stories represented in their community.

ANTICIPATED KNOWS, NEED TO KNOWS AND NEXT STEPS

Generate two lists that students may come up with during the entry event. Afterwards, revisit your standards and entry document and revise as needed to ensure alignment (i.e. does the entry event generate need to knows that are aligned to the standards?) Note: This list should be used for planning purposes only. Students should generate their own know / need-to-know list and revisit it frequently throughout the project.

KNOWS

- I live in a community.
- We all have our own personal stories. Some stories are shared publicly in the community and some are not.
- Our community has a history.
- My family has a story.

NEED TO KNOWS

- Why is the story of my culture or family not represented in my community?
- What is the purpose of stories?
- What does it mean to honor unsung voices?
- Whose stories are and are not represented in our community?
- How do our stories shape the communities we live in?
- How can I share someone's story?
- Why should I share another person's story?

NEXT STEPS

- Revisit culture and identities
- Understand purpose of storytelling and impact on community
- Define "unsung voices"
- Learn about ways to listen to others' stories

Honoring Unsung Voices



CREATE THE PATH (Continued)



Project Phases: Benchmarking & Scaffolding

PROJECT PHASES: SCAFFOLDING AND BENCHMARKS

SCAFFOLDING

- [Continue Community Circles. Focus on collaboration skills. Provide opportunities for students to build trust and rapport. *See Culture Practices: Community Circle](#)
- Review project timeline and rubric Students set individual learning goals *See Culture Practices: W.O.O.P.
- Read a variety of historical text about individuals and groups who have shaped historical events *See Learner-Centered Practices: Text Discussion Protocol
- What does it mean to have an unsung voice? *See Learner-Centered Practices: Concept Mapping
- Generate a list of individuals or groups who are unsung community members. Contact individuals or groups to see if they would participate in the project.
- [What makes a good interview? Listen/watch models from StoryCorp. What makes a good interview question? Unpack different questions and generate a set list.](#)
- [Understanding how prejudiced words, pictures and rules have impacted their community. *See Learner-Centered Practices: Chalk Talk](#)
- Students get into interview groups based on interest. Create team contract and agreements. Begin generating specific interview questions. *See Culture Practices: Co-Create Community Agreements
- Read aloud narrative story *Inside out and Back Again* by Thanhà Lai Unpack character traits and actions.



BENCHMARK 1

Individuals:

- Exit Slip- Students can name various individuals and groups that have shaped significant historical events *See Assessment Practices: Entry & Exit Slips

Group:

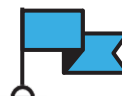
- Students submit draft interview questions
- Students created team contract with group agreements

Class

- Reflect on driving question and problem statement *See Assessment Practices: Spiraling the Driving Question
- Reflect on product deliverables and project timeline *See Assessment Practices: Visual Benchmarks

SCAFFOLDING

- Continue Community Circles. Provide opportunities for team building. *See Culture Practices: Community Circle
- [Continue to read a variety of texts about individuals and groups who have shaped historical events. *See Learner-Centered Practices: Text Discussion Protocol](#)
- Groups practice interviewing each other. Receive peer feedback, revise questions, and finalize interview questions. *See Assessment Practices: Critique
- Groups set up interview with community members - date/time/location.
- [Compare historical sources with different perspectives about a historical event *See Learner-Centered Practices: Socratic Seminar](#)
- Students talk to photography expert. Unpack models of photographs. Generate characteristics of a model photograph. *See Culture Practices: Focus Group
- Understand Written Communication Rubric. Introduce Written Performance Task. See models of narrative stories.
- Written Performance Task: Choosing an unsung community member. "Who is a person that inspires me or has influenced my life?" Brainstorm character traits/actions.
- Begin writing 1st draft of narrative story.
- Continue to read aloud narrative story *Inside out and Back Again* by Thanhà Lai . Unpack character traits and actions. Discuss & reflect on character P.O.V.



BENCHMARK 2

Individuals:

- Exit Slip- Students can compare multiple historical sources and use evidence to state their own perspectives and beliefs about a historical event
- Students submit the first draft of narrative story
- Students individually reflect on project rubric *See Assessment Practices: Running Rubric

Group:

- Students finalize interview questions
- Exit Slip: Students know the characteristics of a good interview
- Students reflect on team contract and group norms. Revise, as needed.

Honoring Unsung Voices



CREATE THE PATH (Continued)



Project Phases: Benchmarking & Scaffolding

PROJECT PHASES: SCAFFOLDING AND BENCHMARKS

SCAFFOLDING

- **Continue Community Circles.** Provide opportunities for students to engage in creative problem solving.
- [Use quotes from a variety of historical sources to discuss different perspectives.](#) *See *Learner-Centered Practices: Block Party*
- Receive and give peer feedback on the first draft of narrative story. *See *Assessment Practices: Critique*
- Revise narrative story based on peer feedback. Work on second draft.
- [Groups practice taking photographs. Use model photographs to provide peer critique.](#) *See *Assessment Practices: Critique*
- Groups practice interview using StoryCorp App
- Groups interview community members, capture their story and take their photographs *See *Culture Practices: Storytelling & Empathy Map*
- Continue to read aloud narrative story *Inside out and Back Again* by Thanh Hà Lai . **Unpack character traits and actions. Discuss & reflect on character P.O.V.**



BENCHMARK 3

Individuals:

- **Students complete the second draft of narrative story**
- **Quick Write:** Students can describe reasons why people might have had different perspectives in the past and cite specific evidence. *See *Assessment Practices: Entry & Exit Slips*
- Reflect on driving question and problem statement *See *Assessment Practices: Spiraling the Driving Question*

Groups:

- **Students submit interview and photograph of a community member.**
- Students reflect on team contract and group agreements. Revise, as needed.
- Reflect on product deliverables and project timeline *See *Assessment Practices: Visual Benchmarks*

SCAFFOLDING

- Continue Community Circles. Reflect on words, behaviors, rules and laws that treat people unfairly based on their group identities. **Share injustices students may have faced in their life. How did they persevere/ overcome those experiences?** *See *Culture Practices: Community Circle*
- Ensure community member's story is archived in StoryCorp Library
- [See models of museum curated stories and photographs to create own curation](#) *See *Learner-Centered Practices: Concept Attainment*
- Receive and give feedback on the second draft of narrative story *See *Assessment Practices: Critique*
- Revise narrative story based on peer feedback
- Continue to read aloud narrative story *Inside out and Back Again* by Thanh Hà Lai . **Unpack character traits and actions. Discuss & reflect on character P.O.V.**
- **Quick Write:** Explain how the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are. Cite specific evidence. **See *Assessment Practices: Entry & Exit Slips***



BENCHMARK 4

Individuals:

- **Students submit the final draft of narrative story**

Group Product:

- **Students submit final curation of community member's interview and photograph**
- Students reflect on team contract and group agreements. Revise, as needed.

Honoring Unsung Voices



CREATE THE PATH (Continued)



Project Phases: Benchmarking & Scaffolding

PROJECT PHASES: SCAFFOLDING AND BENCHMARKS

SCAFFOLDING

- Continue Community Circles. Share ways in which their classroom can be a safe place where all identities and voices are treated respectfully. ***See Culture Practices: Community Circle**
- [Students individually reflect on the purpose of storytelling and preserving stories.](#) ***See Assessment Practices: I used to think...Now I think..**
- Groups decide on roles for exhibition night. Practice final presentation
- [Receive and give feedback to group oral presentation.](#) ***See Learner-Centered Practices: Praise, Suggestion, Feedback**
- **Individuals curate final draft of narrative story**
- **Facilitator checks in on students' goals** ***See Assessment Practices: Asset-Based Protocol**
- **Assessment and reflection of *Inside out and Back Again* by Thanhà Lai**



CULMINATING PRODUCTS AND PRESENTATION

Group Product: Interview with community member, Photograph of community member. Museum exhibit and showcase

Individual Product: Narrative story about an unsung voice in their community

Students present their interviews and narrative stories about unsung voices at a local history museum. (If you do not have a local history museum, you might try the community library, a history club, a cultural park, local university, photograph archives, community center, or other cultural center in your area)

REFLECTION

- **Class Project Reflection & celebration** ***See Assessment Practices: Exemplary Work Celebration and Culture Practices: Invite Student Voices to Improve Learning Environments**
- Students individually reflect on products created and curate student portfolios ***See Assessment Practices: Best Work Archive**
- Students individual reflect on learning outcomes using student-friendly learning targets ***See Assessment Practices: Running Rubric**
- Students give each other peer feedback ***See Assessment Practices: Targeted Peer Assessment**
- **Facilitator reflects on student's final products and written performance tasks** ***See Assessment Practices: Post-Project Work Sort**

Honoring Unsung Voices



CREATE THE PATH (Continued)



Literacy & Math Plans



LITERACY & MATH PLANS

Area of Literacy Instruction

Within the Project

Alongside the Project

Language Development

How will you support language development?

Vocabulary
Word Wall

Reading Workshop: [Building a Reading Life](#)

Reading

How will you support both foundational skills and comprehension?

Suggested Literature

RF.3.3.A (most common prefixes and suffixes)
RF.3.3.B (decode common Latin suffixes)

Running records and progress monitoring for students in need of intervention support

Intervention supports for students who still need phonics/foundational skill support

Writing

How will you support students in writing?

Small writing groups
Literacy Block
Critique and revision
3.2.E (use conventional spelling for affixes)
3.2.F (use spelling patterns and generalizations)

Differentiated spelling tests

Words Their Way differentiated spelling groups

Practice word sorts

Math Skill

Within the Project

Alongside the Project

Problem Solving

How will you engage students deep problem-solving?

NA

Estimation - 3-MD.1,2: [How Heavy?](#) (illustrative Mathematics); [The Orange](#) (Graham); [Estimating Volume by Counting on Frank](#) (NCTM Illuminations); [How Many Movies Can We See in One Day?](#) (Robert), [Number Talks](#)

Rounding and Understanding- 3-NBT.A1, A2: [Rounding to the Nearest Ten and Hundred](#) (Illustrative Mathematics); [Rounding to the Nearest 100 and 1000](#) (Illustrative Mathematics)

Reasoning and Proof

How will students apply mathematical reasoning?

NA

- Performance tasks using rubrics
- Group / individual assessments
- Progress monitoring for students in need of intervention support (pre and post assessments)

Communication and Representation

How will students communicate their mathematical ideas?

NA

Estimation- 3-MD.1,2: [How Heavy?](#) (illustrative Mathematics); [The Orange](#) (Graham); [Estimating Volume by Counting on Frank](#) (NCTM Illuminations); [How Many Movies Can We See in One Day?](#) (Robert)

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Honoring Unsung Voices



CREATE THE PATH (Continued)



Project Calendar



PROJECT CALENDAR

DAY 1

Community Circle:

- Greeting
- Share: Provide opportunities for students to build trust and rapport.
- Connector: Focus on collaboration skills.
- Message: Fieldwork expectations

Targeted Project Time:
SEE ENTRY EVENT

DAY 2

Example Agenda

Community Circle:

- Greeting
- Share: Provide opportunities for students to build trust and rapport.
- Connector: Understanding how prejudiced phrases have impacted their community. *See *Learner-Centered Practices: Chalk Talk*
- Message

Targeted Project Time: [Begin Benchmark 1](#)

- Show students project rubric and timeline. *See *Assessment Practices: Project Benchmarks*
- Students set individual learning goals *See *Assessment Practices: Forward Mapping*
- What does it mean to be a hero? An unsung hero? Who might be some unsung heroes in our community? *See *Learner-Centered Practices: Concept Mapping (During literacy block)*

Literacy:

- What does it mean to be a hero? An unsung hero? Who might be some unsung heroes in our community? *See *Learner-Centered Practices: Concept Mapping*

Read Aloud

- Introduce read aloud *Inside out and Back Again* by Thanhà Lai

DAY 3

Example Agenda

Community Circle:

- Greeting
- Share: Provide opportunities for students to build trust and rapport.
- Connector: Understanding how prejudiced pictures have impacted their community. *See *Learner-Centered Practices: Chalk Talk*
- Message

Targeted Project Time:

- Read a variety of text about individuals and groups who have shaped historical events
- Add to list of individuals or groups who are unsung heroes (During literacy block)

Literacy:

- Quickwrite: Write about someone or a group you think is a hero in our community. Why do you think that? What qualities or traits do they possess that make them a hero?
- Facilitator sort quick writes to get initial interest groups formed

Read Aloud:

- Read aloud narrative story. Introduce character traits and actions.

DAY 4

Community Circle:

- Greeting
- Share: Provide opportunities for students to build trust and rapport.
- Connector: Understanding how prejudiced rules have impacted their community. *See *Learner-Centered Practices: Chalk Talk*
- Message

Targeted Project Time:

- Continue to read a variety of text about individuals and groups who have shaped historical events
- Add to list of individuals or groups who are unsung heroes.
- Students get into initial interest groups based on people who they think are heroes in their community. (During literacy block)
- Facilitator contact individuals or groups to see if they would participate in the project

Literacy:

- Students get into initial interest groups based on people who they think are heroes in their community.
- Facilitator contact individuals or groups to see if they would participate in the project.

Read Aloud:

- Read aloud narrative story. Unpack character traits and actions.

DAY 5

Community Circle:

- Greeting
- Share: Provide opportunities for students to build trust and rapport.
- Connector: Focus on collaboration skills.
- Message

Targeted Project Time:

- Continue to read a variety of text about individuals and groups who have shaped historical events
- Add to list of individuals or groups who are unsung heroes.
- What makes a good interview? Listen/watch models from StoryCorp.
- What makes a good interview question? Unpack different questions.
- Groups begin brainstorming their 1st set of interview questions (During literacy block)

Literacy:

- What makes a good interview? Listen/watch models from StoryCorp.
- What makes a good interview question? Unpack different questions.
- Groups begin brainstorming their 1st set of interview questions.

Read Aloud:

- Read aloud narrative story. Unpack character traits and actions.

Honoring Unsung Voices



CREATE THE PATH (Continued)



Project Calendar



PROJECT CALENDAR

DAY 6

- Community Circle:**
- Greeting
 - Share: How have others been heroes to you? *See *Learner-Centered Practices: Constructivist Listening Dyad Protocol*
 - Connector
 - Message

- Targeted Project Time:**
- Continue to read a variety of text about individuals and groups who have shaped historical events
 - Add to list of individuals or groups who are unsung voices.
 - Groups continue to brainstorming their 1st set of interview questions (During literacy block)

- Literacy:**
- Groups continue to brainstorming their 1st set of interview questions.

- Read Aloud:**
- Read aloud narrative story. Unpack character traits and actions.

DAY 7

- Community Circle:**
- Greeting
 - Share: How have others been heroes to you? *See *Learner-Centered Practices: Constructivist Listening Dyad Protocol*
 - Connector
 - Message

- Targeted Project Time:**
- Continue to read a variety of text about individuals and groups who have shaped historical events
 - Add to list of individuals or groups who are unsung voices.
 - Groups continue to brainstorming their 1st set of interview questions. Work with facilitator to review, as needed (During literacy block)

- Literacy:**
- Groups continue to brainstorming their 1st set of interview questions. Work with facilitator to review, as needed.

- Read Aloud:**
- Read aloud narrative story. Unpack character traits and actions.

DAY 8

- Community Circle:**
- Greeting
 - Share: How have others been heroes to you? *See *Learner-Centered Practices: Constructivist Listening Dyad Protocol*
 - Connector
 - Message

- Targeted Project Time:**
- End of Benchmark 1-** Individuals submit exit Slip-Students can name various individuals and groups that have shaped significant historical events (during literacy block)
 - Group:**Students submit draft interview questions

- Literacy:**
- Individuals submit exit Slip-Students can name various individuals and groups that have shaped significant historical events.

- Read Aloud:**
- Read aloud narrative story. Unpack character traits and actions.

DAY 9

- Community Circle:**
- Greeting
 - Share: How have others been heroes to you? *See *Learner-Centered Practices: Constructivist Listening Dyad Protocol*
 - Connector: Provide opportunities for team building.
 - Message

- Targeted Project Time:**
- Begin Benchmark 2-** Read a variety of texts about individuals and groups who have shaped historical events. *See *Learner-Centered Practices: Text-Based Discussion*

- Literacy:**
- Introduce Written Performance Task and rubric. See models of narrative stories. *See *Assessment Practices: Written Performance Task*
 - Mini-Lesson:** Storytellers Develop the Heart of a Story

- Read Aloud:**
- Read aloud narrative story. Unpack character traits and actions.

DAY 10

- Community Circle:**
- Greeting
 - Share: How have others been heroes to you? *See *Learner-Centered Practices: Constructivist Listening Dyad Protocol*
 - Connector: Provide opportunities for team building.
 - Message

- Targeted Project Time:**
- Compare historical sources with different perspectives about a historical event *See *Learner-Centered Practices: Socratic Seminar*

- Literacy:**
- Written Performance Task:** Choose an unsung voice to honor. "Who is a person that inspires me or has influenced my life?" Brainstorm community member and his/her/their character traits/actions.

- Read Aloud:**
- Read aloud narrative story. Unpack character traits and actions.

Honoring Unsung Voices



CREATE THE PATH (Continued)



Project Calendar



PROJECT CALENDAR

DAY 11

Community Circle:

- Greeting
- Share
- Connector:
Provide opportunities for team building.
- Message

Targeted Project Time:

- Groups practice interviewing each other and receive peer feedback on interview.
- Groups set up interview with community heroes - date/time/location.
- Begin writing 1st draft of narrative story (During literacy block).

Literacy:

- Mini-Lesson:** Writers Use a Storyteller's Voice. They Tell Stories, Not Summaries
- Begin writing 1st draft of narrative story.

Read Aloud:

- Read aloud narrative story. Unpack character traits and actions.

DAY 12

Community Circle:

- Greeting
- Share
- Connector:
Provide opportunities for team building.
- Message

Targeted Project Time:

- Groups practice interviewing each other and receive peer feedback on interview.
- Groups set up interview with community hero - date/time/location.
- Students write 1st draft of narrative story (During literacy block).

Literacy:

- Students write 1st draft of narrative story.

Read Aloud:

- Read aloud narrative story. Unpack character traits and actions.

DAY 13

Community Circle:

- Greeting
- Share
- Connector:
Provide opportunities for team building.
- Message

Targeted Project Time:

- Groups revise questions, and finalize interview questions.
- Groups set up interview with community hero - date/time/location.
- Students write 1st draft of narrative story (During literacy block).

Literacy:

- Mini-lesson:** Crafting introductions
Students write 1st draft of narrative story.

Read Aloud:

- Read aloud narrative story. Unpack character traits and actions.

DAY 14

Community Circle:

- Greeting
- Share
- Connector:
Provide opportunities for team building.
- Message

Targeted Project Time:

- Students talk to photography expert. Unpack models of photographs. Generate characteristics of a model photograph.
- Students write 1st draft of narrative story (During literacy block).

Literacy:

- Students write 1st draft of narrative story.

Read Aloud:

- Read aloud narrative story. Unpack character traits and actions.

DAY 15

Community Circle:

- Greeting
- Share
- Connector:
Provide opportunities for team building.
- Message

Targeted Project Time:
End of Benchmark 2

- Individuals submit exit slip- Students can compare multiple historical sources and use evidence to state their own perspectives and beliefs about a historical event
- Students individually reflect on project rubric
- Group: Students finalize interview questions. Students know the characteristics of a good interview

Literacy:

- Students submit the first draft of narrative story

Read Aloud:

- Continue to read aloud narrative story. Unpack character traits and actions. Discuss & reflect on character P.O.V.

Honoring Unsung Voices



CREATE THE PATH (Continued)



Project Calendar



PROJECT CALENDAR

DAY 16

Community Circle:

- Greeting
- Share
- Connector
- Message

Targeted Project Time:
Begin Benchmark 3

- Groups practice interview using StoryCorp App
- Groups practice taking photographs. Use model photographs to provide peer critique. **See Assessment Practices: Critique*
- Receive and give peer feedback on the first draft of narrative story. **See Assessment Practices: Critique (during literacy block)*

Literacy:

- Mini-Lesson:**Editing as We Go: Making Sure Others Can Read Our Writing
- Receive and give peer feedback on the first draft of narrative story. **See Assessment Practices: Critique*

Read Aloud:

- Continue to read aloud narrative story. Unpack character traits and actions. Discuss & reflect on character P.O.V.

DAY 17

Community Circle:

- Greeting
- Share: Use quotes from a variety of historical sources to discuss different perspectives. **See Learner-Centered Practices: Block Party*
- Connector: Provide opportunities for students to engage in creative problem solving.
- Message

Targeted Project Time:

- Groups interview and take a photograph of community member or group (If groups are not interviewing this day, have them work on their narrative story or practice their interview.)

Literacy:

- Mini-Lesson Revising by Studying What Other Authors Have Done
- Revise narrative story based on peer feedback.

Read Aloud:

- Continue to read aloud narrative story. Unpack character traits and actions. Discuss & reflect on character P.O.V.

DAY 18

Community Circle:

- Greeting
- Share: Use quotes from a variety of historical sources to discuss different perspectives. **See Learner-Centered Practices: Block Party*
- Connector: Provide opportunities for students to engage in creative problem solving.
- Message

Targeted Project Time:

- Groups interview and take a photograph of community member or group (If groups are not interviewing this day, have them work on their narrative story or practice their interview.)

Literacy:

- Students work on the second draft of narrative story.

Read Aloud:

- Continue to read aloud narrative story. Unpack character traits and actions. Discuss & reflect on character P.O.V.

DAY 19

Community Circle:

- Greeting
- Share: Use quotes from a variety of historical sources to discuss different perspectives. **See Learner-Centered Practices: Block Party*
- Connector: Provide opportunities for students to engage in creative problem solving.
- Message

Targeted Project Time:

- Groups interview and take a photograph of community member or group (If groups are not interviewing this day, have them work on their narrative story or practice their interview.)

Literacy:

- Mini-Lesson on revising endings
- Students work on the second draft of narrative story.

Read Aloud:

- Continue to read aloud narrative story. Unpack character traits and actions. Discuss & reflect on character P.O.V.

DAY 20

Community Circle:

- Greeting
- Share: Use quotes from a variety of historical sources to discuss different perspectives. **See Learner-Centered Practices: Block Party*
- Connector: Provide opportunities for students to engage in creative problem solving.
- Message

Targeted Project Time:

- Groups interview and take a photograph of community member or group (If groups are not interviewing this day, have them work on their narrative story or practice their interview.)

Literacy:

- Students work on the second draft of narrative story.

Read Aloud:

- Continue to read aloud narrative story. Unpack character traits and actions. Discuss & reflect on character P.O.V.

Honoring Unsung Voices



CREATE THE PATH (Continued)



Project Calendar



PROJECT CALENDAR

DAY 21

Community Circle:

- Greeting
- Share: Use quotes from a variety of historical sources to discuss different perspectives. *See *Learner-Centered Practices: Block Party*
- Connector: Provide opportunities for students to engage in creative problem solving.
- Message

Targeted Project Time:

- Groups interview and take photographs of community member or group. (If groups are not interviewing this day, have them work on their narrative story or practice their interview.)

Literacy:

- Students work on the second draft of narrative story.

Read Aloud:

- Continue to read aloud narrative story. Unpack character traits and actions. Discuss & reflect on character P.O.V.

DAY 22

Community Circle:

- Greeting
- Share: Use quotes from a variety of historical sources to discuss different perspectives. *See *Learner-Centered Practices: Block Party*
- Connector: Provide opportunities for students to engage in creative problem solving.
- Message

Targeted Project Time:

- Groups interview and take photographs of community member or group. (If groups are not interviewing this day, have them work on their narrative story.)

Literacy:

- Students work on the second draft of narrative story.

Read Aloud:

- Continue to read aloud narrative story. Unpack character traits and actions. Discuss & reflect on character P.O.V.

DAY 23

Community Circle:

- Greeting
- Share
- Connector
- Message

Targeted Project Time:
End Benchmark 3

- Individuals: Students complete the second draft of narrative story (during literacy block)
- Quick Write: Students can describe reasons why people might have had different perspectives in the past and cite specific evidence.
- Groups: Students submit interview and photograph of a community member

Literacy:

- Individuals: Students complete the second draft of narrative story

Read Aloud:

- Continue to read aloud narrative story. Unpack character traits and actions. Discuss & reflect on character P.O.V.

DAY 24

Community Circle:

- Greeting
- Share:
- Connector: Reflect on words, behaviors, rules and laws that treat people unfairly based on their group identities. *See *Learner-Centered practices: Block Party*
- Message

Targeted Project Time:
Begin Benchmark 4

- Ensure community member's story is archived in StoryCorp Library (Preview story)
- Receive and give feedback on the second draft of narrative story *See *Assessment Practices: Critique (during literacy block)*

Literacy:

- Receive and give feedback on the second draft of narrative story *See *Assessment Practices: Critique*

Read Aloud:

- Continue to read aloud narrative story. Unpack character traits and actions. Discuss & reflect on character P.O.V.

DAY 25

Community Circle:

- Greeting
- Share: Reflect/share moments when words, behaviors, rules and laws have treated you unfairly based on your group identities. How can we ensure that doesn't happen in our community?
- Connector
- Message

Targeted Project Time:

- See models of museum curated stories and photographs to create own curation *See *Learner-Centered Practices: Concept Attainment*
- Groups brainstorm ways to curate their museum exhibit

Literacy:

- Mini-Lesson Revision Happens throughout the Writing Process
- Revise narrative story based on peer feedback

Read Aloud:

- Continue to read aloud narrative story. Unpack character traits and actions. Discuss & reflect on character P.O.V.

Honoring Unsung Voices



CREATE THE PATH (Continued)



Project Calendar



PROJECT CALENDAR

DAY 26

Community Circle:

- Greeting**
- Share:** Share injustices students may have faced in their life. How did they persevere/ overcome those experiences?
- Connector**
- Message**

Targeted Project Time:

- Groups curate interview and photograph for museum

Literacy:

- Revise narrative story based on peer feedback

Read Aloud:

- Continue to read aloud narrative story. Unpack character traits and actions. Discuss & reflect on character P.O.V.

DAY 27

Community Circle:

- Greeting**
- Share:** Share injustices students may have faced in their life. How did they persevere/ overcome those experiences?
- Connector**
- Message**

Targeted Project Time:

- Quick Write:** Explain how the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are. Cite specific evidence.

Literacy:

- Revise narrative story based on peer feedback

Read Aloud:

- Continue to read aloud narrative story. Unpack character traits and actions. Discuss & reflect on character P.O.V..

DAY 28

Community Circle:

- Greeting**
- Share**
- Connector**
- Message**

Targeted Project Time:
End Benchmark 4

- Individuals:** Students submit the final draft of narrative story (during literacy block)
- Group Product:** Students submit final curation of community member's interview and photograph

Literacy:

- Individuals:** Students complete the final draft of narrative story

Read Aloud:

- Continue to read aloud narrative story. Unpack character traits and actions. Discuss & reflect on character P.O.V.

DAY 29

Community Circle:

- Greeting**
- Share:** Share ways in which their classroom can be a safe place where all identities and voices and treated respectfully
- Connector**
- Message**

Targeted Project Time:
Begin Final Product/Presentation

- Groups decide on roles for exhibition night.

Literacy:

- Individuals** curate final draft of narrative story
- Facilitator** checks in on students' forward mapping *See *Assessment Practices: Asset-Based Protocol*

Read Aloud:

- Continue to read aloud narrative story. Unpack character traits and actions. Discuss & reflect on character P.O.V.

DAY 30

Community Circle:

- Greeting**
- Share:** Share ways in which their classroom can be a safe place where all identities and voices and treated respectfully
- Connector**
- Message**

Targeted Project Time:

- Groups practice presentation

Literacy:

- Individuals** curate final draft of narrative story
- Facilitator** checks in on students' forward mapping *See *Assessment Practices: Asset-Based Protocol*

Read Aloud:

- Continue to read aloud narrative story. Unpack character traits and actions. Discuss & reflect on character P.O.V.

Honoring Unsung Voices



CREATE THE PATH (Continued)



Project Calendar



PROJECT CALENDAR

DAY 31

Community Circle:

- Greeting**
- Share:** Share ways in which their classroom can be a safe place where all identities and voices and treated respectfully
- Connector**
- Message**

Targeted Project Time:

- Groups practice presentation

Targeted Project Time:

Literacy:

- Individuals curate final draft of narrative story
- Facilitator checks in on students' forward mapping **See Assessment Practices: Asset-Based Protocol*

Read Aloud:

- Finish read aloud

DAY 32

Community Circle:

- Greeting**
- Share:** Share ways in which their classroom can be a safe place where all identities and voices and treated respectfully
- Connector**
- Message**

Targeted Project Time:

- Groups practice presentation

Literacy:

- Individuals curate final draft of narrative story
- Facilitator checks in on students' forward mapping **See Assessment Practices: Asset-Based Protocol*

Read Aloud:

- Group reflection

DAY 33

Community Circle:

- Greeting**
- Share:** Share ways in which their classroom can be a safe place where all identities and voices and treated respectfully
- Connector**
- Message**

Targeted Project Time:

- Receive and give feedback to group oral presentation.** **See Learner-Centered Practices: Praise, Suggestion, Feedback*

Literacy:

- Individuals reflect on final draft of narrative story. Self-assess using Written Comm. rubric

Read Aloud:

- Read aloud assessment

DAY 34

Community Circle:

- Greeting**
- Share:** Students individually reflect on the purpose of storytelling and preserving stories. **See Assessment Practices: I used to think...Now I think..*
- Connector**
- Message**

Targeted Project Time:

- Exhibition-** Students present their interviews and narrative stories about unsung community members at a local history museum. (If you do not have a local history museum, you might try the community library, a history club, a cultural park, local university, photograph archives, community center, or other cultural center in your area)

DAY 35

Community Circle:

- Greeting**
- Share:** Celebrations and appreciations
- Connector**
- Message**

Targeted Project Time:

- Class Project Reflection** Students individually reflect on products created and curate student portfolios **See Assessment Practices: Best Work Archive*
- individual reflect on learning outcomes using student-friendly learning targets **See Assessment Practices: Running Rubric*
- Students give each other peer feedback **See Assessment Practices: Targeted Peer Feedback*
- Facilitator reflects on student's final products and written performance tasks **See Assessment Practices: Post-Project Work Sort*

Honoring Unsung Voices



ASSESSING YOUR PROJECT BEFORE LAUNCH

You're almost ready! Now, take a moment to pause and reflect and ask for feedback from colleagues before launching your project. Revise your project as needed.

PROJECT DESIGN CHECKLIST

Use the checklist to do a self-assessment of your project idea and plan. You may need to revise your project plan after conducting your self-assessment.

PRINCIPLES OF PBL: ELEMENTARY

- Determine high impact standards and Learning Outcomes for the foundation of your project's design.
- Choose specific indicators from the Learning Outcome rubrics to focus on, and use them to write student friendly learning targets.
- Design an authentic scenario that will require students to master the standards and outcomes you chose, keeping in mind relevance to students, the audience, and the impact the work will have.
- Write a driving question/problem statement.
- Create an entry event that will introduce the project, generate student curiosity and interest, and elicit need to knows.
- Determine benchmarks that will serve as performance assessments and lead to the final product/s.
- Determine scaffolding that will support student mastery of standards and outcomes and lead to the benchmarks and product/s.
- Create a literacy and math plan to support student growth in those areas, both within and alongside the project.
- Create rubrics that allow you and students to assess progress towards mastery of standards and outcomes

SOLICIT PROJECT FEEDBACK

Before implementing the project, it is helpful to get peer feedback on your project plan. To help focus the conversation, consider what questions / ideas you are grappling with. Allow time for your own reflection – what new insights did you gain? What might you revise? See space for feedback on the following page(s).

Try using the **PRAISE, QUESTION, SUGGESTION PROTOCOL** (below) from the Learner-Centered Practices card deck to engage in feedback on your project plan.

PRAISE, QUESTION, SUGGESTION PROTOCOL



What?

A process to provide constructive peer critique

Why?

To offer critique and feedback in preparation for revision of work. It should be used after a draft of what will become a finished product is complete. The focus is on offering feedback that is beneficial to the author.

How?

BEFORE YOU BEGIN:

- Provide agreements/norms for engaging in critique and feedback (See "Critique" in Assessment Practices)
 - Provide time guidelines to keep feedback effective and focused.
 - Feedback can be written on sticky notes/supporting document and given to the author.
1. **Provide product descriptors and rubrics** as clear guidelines of the expectations and criteria for the piece of work that will be critiqued. (example: a particular section of the project rubric.) If the work is written, providing copies for the critique group is helpful.
 2. **The first participant presents a draft** of his/her work and offers a focus question(s) to the group.
 3. **The group provides specific praiseworthy comments** that help the presenter with his/her work.
 4. **Next, the group asks clarifying and probing questions** to get a better understanding of the presenter's work.
 5. **Lastly, the group offers helpful and specific suggestions** based off of the criteria from the descriptors and rubrics. Feedback should relate to the focus question(s) identified by the presenter.
 6. **After each member of the group has offered feedback**, the presenter thanks the group and reflects aloud on suggestions he/she wants to implement.
 7. **Others then present their work** in turn and cycle through the feedback process.

GO DEEPER

EL Education: "Management in the Active Classroom"
[Strategy: Praise, Question, Suggestion](#)

Learning Outcomes Icon Appendix

For use in the “Learning Outcomes” column on page 3. Copy and paste the appropriate icon into the column on the left.



Knowledge & Thinking



Oral Communication



Written Communication



Collaboration



Agency