Project Planning Toolkit

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 Toolkit

PROJECT TITLE

Honoring Unsung Voices

AUTHOR(S) New Tech Network

DURATION 6-7 weeks

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	STANDARD	LEARNING TARGETS
Social Studies	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.	• 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	STANDARD	LEARNING TARGETS
Social Justice Standards	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.	• 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 & RI3.6 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.

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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.

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.

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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](#)

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.

CULMINATING PRODUCTS

START! — BENCHMARK — BENCHMARK — BENCHMARK — 🏁

SCAFFOLDING – – – – SCAFFOLDING – – – – – SCAFFOLDING – – – – – SCAFFOLDING – – – –
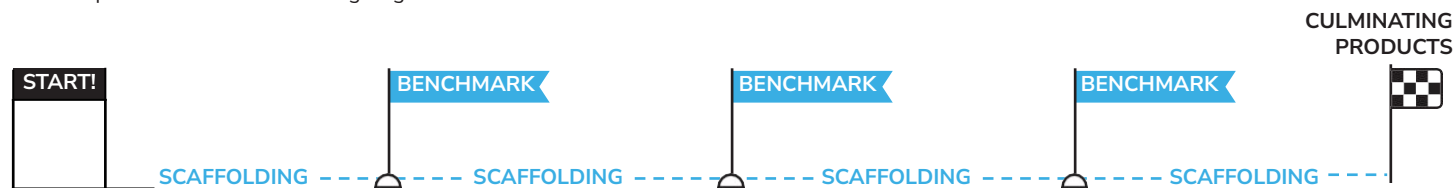
ENTRY EVENT

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.
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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

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Honoring Unsung Voices

CREATE THE PATH (Continued)
Project Phases: Benchmarking & Scaffolding

⚑ PROJECT PHASES: SCAFFOLDING AND BENCHMARKS

SCAFFOLDING

⚑ **BENCHMARK 1**

- 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 Thanhhà Lai Unpack character traits and actions.

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

⚑ **BENCHMARK 2**

- 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 Thanhhà Lai . Unpack character traits and actions. Discuss & reflect on character P.O.V.
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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.

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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 Thanhhà 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 Thanhhà 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 and 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 Thanhhà 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

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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) 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

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