Project-Based Learning Proposal
PCEP Michigan Department of Education Models of Proficiency Grant

1. **Unit/Course Title:** American Domestic Policy: 1900-1917

(Note: This project is an adaptation of the original proposal with Beth Savalox. We had the same general plan but altered the content material. Our focus was: how can the past inform the present?)

2. **Driving Question:** How can the past inform the present?
   - What were the biggest problems in America?
   - How did people expose them?
   - How does public opinion shape policy?
   - What impact does regulation have on the individual, the community, and the country?
   - How can I apply this to my world?

3. **Project Summary:**
   Students will analyze the Progressive Era’s lessons and apply those lessons to a modern day issues at their school.

   The project will be for students to 1) Select the best way to expose a problem; 2) Apply that lesson to a current issue at their school; 3) Study potential solutions; 4) Create a documentary exposing the problem that also offers a policy solution.

   The project will depend on:
   1. Oral history interview
   2. Survey of peers
   3. Researching the school and appropriate policy makers
   4. Locating evidence to support claims
   5. Working with flip cameras, document readers, and powerpoint

4. **Teaching Team:**
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<thead>
<tr>
<th>Teacher Name</th>
<th>Course/Dept.</th>
<th>School</th>
</tr>
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<tbody>
<tr>
<td>1. Carrie Chobanian</td>
<td>SS</td>
<td>Salem</td>
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<tr>
<td>2. Beth Savalox</td>
<td>SS</td>
<td>Plymouth</td>
</tr>
</tbody>
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5. **Duration:** 3-4 weeks  Approximate dates: November
6. Student Data:

Total number of participating students:  **200/year**

Estimate of participating students who are at-risk:  **20%**

7. Learning Goals and Strategies

Universal Design for Learning (UDL) strategies include multiple modes of instructional content, multiple ways for students to express what they know, and multiple ways to engage students.

Content Standard

**P3 Public Discourse and Decision Making** – engage in reasoned and informed decision making that should characterize each citizen’s participation in American society.

P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.

**P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.**

- Project Activity(s) to Specifically Address the Content Standard: Creation of a memorial rooted in a public policy issue

- UDL Strategy(s): cooperative learning; variety of materials; opportunities for practice; using multiple presentation strategies

Content Standard

6.3 Progressivism and Reform

Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by Americans, and their consequences (positive/negative – anticipated/unanticipated) including, but not limited to, the following:

6.3.1 Social Issues – Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor,
immigration, political corruption, public health, poor working conditions, and monopolies).

6.3.2 Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas

- major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments
- new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)
- the Supreme Court’s role in supporting or slowing reform
- role of reform organizations, movements and individuals in promoting change (e.g., Women’s Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell)

(National Geography Standard 14, p. 212)

- efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants

(National Geography Standards 9 and 10; pp. 201 and 203)

- Project Activity(s) to Specifically Address the Content Standard: Direct instruction of content; guest speakers/oral history;

- Project Activity(s) to Specifically Address the Content Standard: direct instruction; oral history; photo journalism

- UDL Strategy(s): image analysis; expert visitors in documentary film

Content Standard

P2 Inquiry, Research, and Analysis – critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.

P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.
P2.2 Read and interpret data in tables and graphs.
P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.
P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

- Project Activity(s) to Specifically Address the Content Standard: conducting a public opinion survey; data analysis
• UDL Strategy(s): project design and production

8. “Grabber” Activity to Generate Interest

Students will begin by analyzing pictures of Progressive Era problems and problems at the school.

9. Formative Assessments and Tentative Timeline

--Analyze photos of Progressive Era problems
--Analyze and interpret muckraking journalism for the methods used
--Demonstrate understanding of policy changes during the era
--Direct instruction; traditional quizzes/test.
--Analyze the role of public opinion; create a survey.
--Create documentary based on research using methods from unit
--Later in the year, attend presentation from documentary film maker and discuss how his advice would change their projects

Timeline:
--Weeks 1 and 2: Progressive Era instruction
--Week 3-4: Research and library for project creation and presentation

10. Summative Assessment/Culminating Product

Documentary of a problem at the school with a solution

11. Resources/UDL Supports Requested and Budget

Materials and estimated cost:
See attached chart=$3484

Training/Planning/Subs and estimated cost:

2 days of subs/teacher for planning=$400

Field Trip(s) and estimated cost:

Community trip to analyze local memorials and visit experts for 140 students=$1000
Total funding request:  $4484

Reflection on Project Based Learning Work

1. What were your results? The students created a variety of projects that exposed school problems using methods gleaned from our study of muckraking journalists. Approximately 75% of the students used the flip cameras and made documentaries, while the other 25% gave presentations.

In a short questionnaire students reported that the most challenging aspect of this project was figuring out how to use the cameras. Many were afraid they would lose points for poor audio quality.

From my perspective the student grades (see rubric) reflect that their greatest difficulty was effectively incorporating their survey data into the project. At least half of the students rattled off the evidence without making meaningful connections.

All of the students reported that they thought their work was important, helped them learn about muckraking, and to apply that knowledge to a novel situation (present day concerns).

How did students with special needs benefit from the project?

Students with special needs benefitted from the project because they were able to use alternative modes of representation (photos, etc…) to construct an understanding of the time period. In addition, like all of the students, they were engaged in a hands on activity that gave them the freedom to use the skills they felt most comfortable with to complete the project.
Finally, the benefitted in the same way all students did: they were able to complete a difficult task using a variety of source materials and technologies.

3. What did you learn from your experience with Project Based Learning?

I learned that I need to plan better because this project is very different content-wise from my original proposal. I learned that I should plan a grant project for the end of the year because of time issues. Fortunately, I was so excited about the project I did this project using the same model but different content earlier.

4. What student or teacher challenges were faced in the implementation of the projects?

I had some problems with the cameras. Some students could not play the footage they shot. I also had trouble with some group members’ laziness.