

Who Are We? The American Identity

8th Grade History PBL Overview

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Driving Question:

How has/have _____ changed throughout American history and influenced our American culture?



Group explores one topic:

- Gender roles
- Industrialization
- Agriculture
- Medicine
- Transportation
- Warfare
- Education
- Communication



Each student focuses on one time period:

- Colonization to 1820's
- 1820's to 1900's
- 1900's to Present

Learning Goals

History

CYS008.8.1 Historical Analysis and Skill Development
CYS008.8.3.01 Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.
CYS008.8.3.04 Explain how technological innovations affect societies.
CYS008.8.3.07 Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the United States.
CYS008.5.1.02 Analyze the principles and ideas that shaped the national government (Liberty, Freedom, Democracy, Justice, Equality).
CYS008.6.4.01 Compare the standard of living in different times and places.
CYS008.5.2.02 Summarize the role of citizenship in terms of rights and responsibilities.
CYS008.5.2.01 Identify the major steps in the increase and distribution of individual rights.

21st Century Skills

CYDAL.1.8.2 CREATIVITY- Create original works as a means of personal or group expression.
CYDAL.2.8.1 COLLABORATION & COMMUNICATION- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
CYDAL.4.8.2 CRITICAL THINKING- Plan and manage activities to develop a solution or complete a project.
CYDAL.3.8.2 RESEARCH & INFORMATION FLUENCY- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

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Timeline

(Checkpoints will be scheduled each FRIDAY during History class, as well as throughout the week in SDAL.)

| NOVEMBER | | DECEMBER | | JANUARY | |
|---|--|---|---|---|--|
| 11/12 | Entry Event (9 th period in Auditorium) | 12/2 -THROUGH- 12/9 | Continue Individual Research | 1/7 (Even) -AND- 1/8 (Odd) | DUE: Group Project (by end of class time) |
| 11/14 (Even) -AND- 11/17 (Odd) | * Overview of PBL * Choose groups & topic | 12/8 (Even) -AND- 12/9 (Odd) | * DUE: Individual Research * Shared & Verified with History Teacher | 1/9 (Even) -AND- 1/12 (Odd) | Critical Peers: Run through Group Presentation |
| 11/18 (Even) -AND- 11/19 (Odd) | Begin Team Project Proposal | 12/10 (Even) -AND- 12/11 (Odd) | Critical Peers: Source Verification | 1/13 (Even) -AND- 1/14 (Odd) | Revise Group Project/Presentation |
| 11/20 (Even) -AND- 11/21 (Odd) | DUE: Completed Team Project Proposal | 12/12 (Even) -AND- 12/15 (Odd) | Revise Individual Research | 1/14 (Odd) -AND- 1/15 (Even) | DUE: Group Project (by midnight) |
| 11/24 (Even) -AND- 11/25 (Odd) | Begin Individual Research | 12/16-1/7 (Even) -AND- 12/17-1/8 (Odd) | Group Project Work Time | 1/15 -THROUGH- 1/23 | DUE: Presentations (All materials must be brought to class.) |

How Will I Be Graded?

Formative Assessments

Student learning will be monitored *throughout* the unit to provide ongoing feedback with the following:

* Online **Learning Logs** will provide a place for each student to reflect throughout the unit on his or her individual and group work.

| It is expected you will... | Advanced -10- | Proficient -8.5- | Basic -7.5- | Below Basic -6.4- |
|---|---|--|---|--|
| Think critically about your learning processes. | Entries are analytical; questioning; reasoned; reasonable; entries reflect on learning processes and show high level of awareness of "personal landscape" | Understands connection between inquiry and development of metacognitive skills; working hard to improve. | Some attempts to articulate learning processes, to respond to key questions, and to find ways to improve learning skills. | Little evidence of attention to own learning processes; does not analyze, question, or use reasoning independently |

How Will I Be Graded?

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Formative Assessments

Student learning will be monitored *throughout* the unit to provide ongoing feedback with the following:

* The following **Collaboration Rubric** will be used throughout the unit to measure student's ability to contribute to the project, the quality of work, attitude, focus on the task, pride, and working with others.

| It is expected you will... | Advanced -10- | Proficient -8.5- | Basic -7.5- | Below Basic -6.4- |
|----------------------------|---|--|---|--|
| Contribute | ROUTINELY provides useful ideas when participating in the group and in classroom discussion. A definite LEADER who contributes A LOT OF EFFORT. | USUALLY provides useful ideas when participation in the group and in classroom discussion. A STRONG group member who TRIES HARD. | SOMETIMES provides useful ideas when participation in the group and in classroom discussion. A SATISFACTORY group member who does what is required. | RARELY provides useful ideas when participation in the group and in classroom discussion. MAY REFUSE TO PARTICIPATE. |
| Work With Others | ALMOST ALWAYS listens to, shares with, and supports the efforts of others. TRIES to keep people working well together. | USUALLY listens to, shares with, and supports the efforts of others. DOES NOT cause 'waves' in the group. | OFTEN listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | RARELY listens to, shares with, and supports the efforts of others. OFTEN is NOT A GOOD TEAM PLAYER. |

Summative Assessments

Student learning will be evaluated *at the end* of the unit using the following criteria:

| Category | Advanced | Proficient | Basic | Below Basic |
|---------------------------------------|--|--|---|---|
| Content 35 points | -35- Shows a FULL and THOROUGH understanding of how your chosen topic has changed throughout American history AND influenced our American culture. | -30- Shows a GOOD and ACCURATE understanding of how your chosen topic has changed throughout American history AND influenced our American culture. | -25- Shows a LIMITED or INACCURATE understanding of how your chosen topic has changed throughout American history OR influenced our American culture. | -20- Fails to demonstrate an understanding of how your chosen topic has changed throughout American history OR influenced our American culture. |
| Product 35 points | -35- Visuals, text, and design work COHESIVELY to convey the topic and to grab the attention of the audience. Contains NO MORE THAN two grammatical errors. | -30- Visuals, text, and design MOSTLY work together to convey the topic and to grab the attention of the audience. May contains 3-5 two grammatical errors. | -25- Visuals, text, and design SOMEWHAT work together to convey the topic and to grab the attention of the audience. May contains 6-8 two grammatical errors. | -20- Visuals, text, and/or design DISTRACT from conveying the topic. Grammatical errors take away from understanding. |
| Oral Presentation 20 points | -20- Speaks clearly with appropriate volume and pacing. Ideas logically flow from one point another. Displays confidence in body language and maintains eye contact. | -17- Speaks clearly and is able to be heard MOST of the time. Majority of the presentation follows a smooth pace, with a minor lapse. Maintains eye contact. | -15- At times, speaks clearly and can be heard. Tries to maintain a smooth pace, but delivery is slightly inconsistent, with minimal eye contact. | -13- Does not speak clearly or is unable to be heard. Presentation lacks continuity. Little to no eye contact. |
| Bibliography 10 points | -10- MLA format used accurately and consistently. Student uses 3 additional sources. | -8.5- MLA format is evident with LIMITED errors. Student uses 3 additional sources. | -7.5- Citations display an EMERGING understanding MLA formatting. Many errors exist. Student uses 2 additional sources. | -6.5- Citations are listed, but display an incomplete or inaccurate use of MLA formatting. Students uses one additional source. |