

Place-Based Learning Project Planning Guide

Project Title: Immigration Inquiry: Meeting the Past in the Present
English

Project Leader(s): Brenda Klawonn and Catherine

Grade Level(s) 11-12 School Name: Aurora High School

School District: District 4-R

Content Areas: ___ Science ___ Arts ___ Math ___ Technology ___ Foreign Language Social Studies
___English_____ Other

1. Project Objective(s):

The purpose of this project is to foster inquiry into immigration patterns and the concerns of new immigrants based upon a study of past immigration experiences.

2. Project Description: Include in your description answers to the following questions: What is the scope of the project; that is, how many teachers, students, and community members do you expect to be involved? Who are your community partners and how are they involved in planning and implementation?

Initially, three teachers will be directly involved in developing and implementing the curriculum for approximately fifty students in American History and English 3. Several community agencies will participate, e.g., local museums, food banks, thrift stores, backpack programs, ministerial association, and literacy council. There is also a potential for electronic exchanges with museums and agencies in Europe and a visiting scholar, (Mary Pipher, author of *The Middle of Everywhere*).

3. Community Connection: How is the project connected to the unique identity of your place (e.g., culture, economy, infrastructure, natural resources)? What makes this a community development project? What specific community need will it address?

We are a community of descendants of European immigrants affected by new immigration concerns such as language barriers, poverty, hunger and lack of cultural awareness. By involving the various agencies the awareness of these issues will be disseminated beyond our classrooms.



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4. Essential Question: What is the essential question addressed by the work of the students and community partners?

What is the role of immigration in the United States?

5. Student Learning Outcomes and Standards:

Learning Outcomes: What will students know and be able to do as a result of this project?	Standards Addressed: Which learning results or benchmarks do these outcomes address?	Assessment: How will you assess each student learning outcome?
1. Students will explore their community’s historical and cultural background.	NE SS Standard: 12.4.2a CC Standards: RI 11-12. 1-7; SL 11-12. 1-6 NETS 3	Essays, responses, reflections, group work, presentations, charts, graphs, data analysis.
2. Students will integrate various sources of information about multiple perspectives of the immigration experience in the US.	NE SS Standard: 12.4.3a NETS 2, 4 CC Standards: SL 11-12.1-2; RI 11-12. 1-6; RL 11-12. 1-6	Rubrics, digital responses, reflection and creative writing
3. Students will evaluate relationships among historical events in the US and students’ lives today.	NE SS Standard: 12.4.4.e CC Standards: W 11-12.2, 3, 6; SL 11-12.1-6 NETS 1-4	Projects, performance based assessments, rubrics.
4. Students will become advocates for local agencies to enhance community awareness.	CC Standards: W 11-12. 2, 4-6, 8, 10 NETS 1-4	Rubrics, responses, reflection
5.		

6.. Literacy Acquisition:

Goals: What specific literacy goals will the project address?	Strategies: What literacy strategies will the project employ?	Assessment: How will you assess literacy outcomes?
Read various texts accurately and fluently.	KWL, double entry diaries, questions, written responses.	Reflections, essays, questions, presentations.
Think and reason about the information and concepts in texts.	KWL, double entry diaries, questions, written responses.	Reflections, essays, questions, presentations.



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Knowledge and skill in using reading strategies to improve understanding.	KWL, double entry diaries, questions, written responses.	Reflections, essays, questions, presentations.
7. What 21st Century Skills will students apply and assimilate through this project? How will students demonstrate these behaviors?		
Goals: What 21 st Century skills with students apply?	Assessment: How will you assess 21 st Century outcomes?	
1. Creativity and Innovation <ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Communication and Collaboration 	Performance-bases assessment, summative assessment, class portfolios.	
2. Learning and Innovation Skills	Performance-bases assessment, summative assessment, class portfolios.	
3. Information Media and Technology Skills 4. Life and Career Skills	Performance-bases assessment, summative assessment, class portfolios.	
8. Technology: What technology tools will the project employ? How will that technology be used to enhance learning and improve on the community issue(s) the project is addressing? We will create a website documenting our study of European immigration including a blog with our reflections. Students will utilize a 1:1 technology platform. Through various iPads applications students will chronicle their learning, including journaling, iMovies, iBooks, eBackPack for PDF documents, Skype, blog responses, etc.		
9. Authenticity: How does this problem connect to the local community OR Where in the “ real world ” might one see the problem or question addressed by the project tackled by an adult at work or in the community? (Ex. Local fish and game scientists also study species in our local creek.) Our local government agencies will be actively involved in this project, i.e., the food bank volunteers, thrift store volunteers, the ministerial association, back pack program volunteers, literacy council volunteers, etc.		



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10. Adult Connections:
10a. Do students have access to at least one other adult with expertise relevant to their project who can address questions, provide feedback, etc.? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
10b. Does the project offer students the opportunity to develop a broader understanding of the relevant field of work through observing adults during at least one in-depth work site visit ? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
10c. Does at least one adult from outside the classroom help students develop a sense of the real world standards for the type of work arising from their project? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
10d.. What roles will adults outside of the classroom play in this project and how will students connect with these individuals? (Ex. Structural engineers will provide feedback to student teams on bridge design.) Food bank and thrift store volunteers will give tours and informational talks about the work of their agencies. The Literacy Council, Backpack Program, Ministerial Association and Habitat for Humanity volunteers will speak to students in the classroom about their agencies.



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11. Active Exploration: Which of the following **methods and sources** of information are students expected to use in the project? (Check all that apply.)

- X Interviewing
- X Observing, documenting, and/or surveying
- X Video or audio-taping
- X Gathering and reviewing published information
- X Searching on-line and electronic databases
- Creating a symbolic representation (g/g/, model building, map making)
- X Discussion
- X Experimentation
- X Other

12a. Which of the following methods of **self-assessment** of progress are students expected to use? (Check all that apply)

- X Journals and work logs
- X Conferences with teachers or adult mentors
- X Conferences with peers
- X Using a rubric or other assessment measure
- Reviewing their progress against a work plan they developed for the project
- X Identifying areas where improvement has occurred and where it is needed

12b. Do students prepare a culminating exhibition, performance, or demonstration at the completion of their project that shows their ability to apply the knowledge and skills they have gained?

Yes No Not Sure

12c. What opportunities are students given to conduct individual, small group and whole class **reflections on their learning** and to offer suggestions for future class projects? [Ex: Small group reflection and whole-class debrief held the day after final exhibition.]

Small group reflection for collaborative final project.

Personal written reflection about learning.

Action plan for future advocacy.



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Please attach any lesson plans to this guide.

