Project-Based Lesson

Student Content

Project Introduction:

**Problem**: A local wilderness area is often used for recreation, but the people who travel there are unaware of the rich biodiversity it holds. How can you make people aware of the region’s biodiversity through writing?

**Clarification & Brainstorm**: You will gather in groups and discuss what they know about the issue and then develop potential answers to the problem. Here’s the catch: the answer has to involve some extensive form of writing.

**Research & Self-Study**: You will research two things: the wilderness area and the publication/dispersion of written works. As far as the written work goes, it could be any number of things, ranging from an informative brochure, to a wiki, to a book of poetry based on the wilderness area. If you need financial assistance with this particular endeavor, I am willing to provide *basic* funds.

**Feedback & Post-Discussion**: Groups will gather over the course of several class periods to discuss information, planning, ideas, etc. During these times, I will meet with each group to provide back-up, ideas, and direction.

**Initial** **Directions**: a) Get into your groups

b) Start brainstorming solutions to the problem

c) Write down your solutions

d) Bring your preferred solution to me

e) Determine group tasks

Rubric

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| **Category** | **Rookie (5 Points)** | **Contender (10 Points)** | **Champion (15 points)** |
| **Accuracy**- Knowledge is scientifically accurate | Content is way off base. There are few true or sensible statements. | Content is partially accurate; it may contain untrue, partially true, or ambiguous information. | Content is totally accurate; no misinformation is presented. |
| **Solution**- The written answer to the problem | Solution is not viable or doesn’t actually solve the problem. | Solution seems better in theory than practice; only partially viable.  | Solution is viable and potentially successful. |
| **Format**- The structure and appearance of your written answer | Format is unreadable or messy. | Format is partially organized, or it is tricky to read. | Format is readable and easily navigated. |
| **Collaboration**- The overall level of teamwork | Work was one-sided; one student took command while others stood back. | Workload was lopsided; a few students did the workload, while a few stood back. | Group members took relatively equal parts in the creation of the solution. |

Colleague Notes

**Standards**: Iowa Core, Composition Language Arts Standards

*Language*, 1-2. Demonstrate use of grammar/usage and capitalization, punctuation, and spelling

6. Develop general and academic vocabulary

*Writing*, 2. Write informative/explanatory text

4. Use clear and coherent writing patterns purposefully

5. Writing process

6. Produce writing via technology

7. Conduct short and sustained research projects

8. Gather and cite relevant, accurate information from multiple print and digital sources

**Objectives**: 1) Students will develop team skills

2) Students will use research to develop a written work

3) Students will use problem-solving skills through brainstorming, peer-evaluation, and other methods

**Grade Level**: 11-12

**Directions**:

1. Introduce students to the problem

2. Explain that they will actually be solving the problem with written work

3. Tell students to break into groups (the students may already have small groups from other activities; otherwise, I will determine group make-up)

4. From here, direct students to develop potential written solutions to the problem (10-15 minutes)

5. After planning, have students do research. I will provide computers, books, and other sources from which students can gather information

6. Students will be prompted to check in over the course of two weeks so I can gauge progress and assist with any problems