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| **Da Vinci Project Overview** |

**Title of Project:** You Say You Want a Revolution? **Timeframe:** Oct. 1-Nov. 21

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| **The Big Picture** | | |
| **Project Idea**  For the Humanities portion of this project, students will be researching and building knowledge surrounding the Industrial Revolution. On the first day of the project, students will be given a character card that illustrates a specific person’s experience and role during the Industrial Revolution. This character card will become the lens through which each student researches and develops ideas surrounding this historical event, and make connections to similar issues in our society today. | | **Driving Question**  How did the Industrial Revolution effect societies of the time, and where do we still see those effects in today’s world?  (Core 4 will focus on effects in the U.S., while Core 5 will focus on a global perspective) |
| ***Learning Goals***  **What should students be able to do? (Interpret, explain, apply) What should students know? (who, what, where, when, why)** | | |
| ***Reading Goals-***  **Key Ideas and Details:**   1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.   **Craft and Structure:**   1. Assess how point of view or purpose shapes the content and style of a text.   **Integration of Knowledge and Ideas:**   1. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | | ***Writing Goals-***  **Text Types and Purposes:**   1. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.   **Production and Distribution of Writing:**   1. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| ***Social Science & History Goals-***    Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.  \*Please see the Social Studies Content Guide for more specific goals surrounding this topic | | ***Habits of Heart and Mind and 21st Century Goals-***    Effective Communication  Exploration |
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| ***Culminating Product or Product Components***  ***What are your deliverables?***  (different based on learning goals) | Individual: | Choice Board-Students will be very involved with the decisions of what our choice board will look like, as well as the quality indicators for our choice board items. Once our choice board has been created, students will choose 3 products from our choice board to complete to show their learning. |
| Group: | Students will be placed in discussion teams, according to their characters. Each day, discussion teams will discuss a different topic from the Industrial Revolution. At the end of each day’s discussion, groups will report their discussion findings in writing. |
| ***Presentation***  ***How will students show what they know?***  ***Who will they show?*** (may be different for some students based on learning goals) | Individual: | At Exhibition, students will present from the perspective of their given characters. They will present the 3 items they created from the choice board menu. |
| Group: | Discussion teams will present their discussion findings at the end of each day to the rest of the class. |
| ***Notes, Dates, Comments*** | \*\* Although products will be presented at Exhibition, the themes from this project will carry over through the rest of this semester, as we will look at the issues discussed in current day, and use the products to create a “call to action” campaign | |

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**Graphic Organizer to use with parents to linking activities and resources to Learning Goals**

***To be completed during Work Journal meeting***

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| *Learning Goals* | Resources and Activities | |
| *Reading Goals-* | |  |
| *Writing Goals -* | |  |
| *Social Science & History Goals-* | |  |
| *Habits of Heart and Mind and 21st Century Goals-* | |  |