The Impact of My Legacy
Deeper Learning Postcard

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Highlights

Vetted Project: The main purpose of this project was to help foster a stronger sense of GRIT/growth mindset, and to build character within our students. To start, we had our students identify a character trait about themselves that they wanted to let go of. Once they chose their trait they had to be able to explain why they chose it. Next, students were asked to pick two traits that they believed described them; as well as two traits that they wanted to describe them. Again, students had to be able to explain why they selected the traits they listed. Next, students were asked to create a piece of writing (narrative, poetry, advice, etc.) that would illustrate the idea of what it means to leave an impact behind. Students had to be thoughtful in their responses, and had to be able to incorporate their traits indirectly into their writing. The writing process consisted of a brainstorm, multiple rough drafts, and a final draft. Students had to have their rough draft approved by the teacher before they were able to move forward with typing. This took multiple days to complete this step, students had to check in with their teacher, who would read the story, and give suggestions on how to continue to "dig deeper." Students peer reviewed each other's writing before the drafts were considered final.

Students were also required to complete a wooden leaf. On the front side of the leaf, students traced their fingerprints. To do this, fingerprints were scanned, projected and then able to be traced. After tracing students wrote down their four selected traits within the fingerprint. The lines and words were then woodburned. The back of the leaf is where students mod podged their writing, which had been shrunk to fit the leaf. Students had the option of using scrapbook paper as a background. For the final step of the project, some students chose jobs to take over for the expo. Students worked together to create a banner, a plan for each table presented at exhibition night, as well as took the time to paper mache the large tree that would hold their leaves. Covering the tree are positive news articles that students found, which they felt further illustrated the traits they had written about. Some students also wrote their traits on slips of paper to be included on the tree.

This project took six weeks, and students worked on it everyday during a designated block of class. All students were involved in the creation of the tree. Students were engaged in different parts of the project throughout the six weeks, as many of the steps were fluid.

Sustainability: The goal was to foster a sense of GRIT and growth mindset and to build character within our students. Ultimately, it is our hope that this would cause a ripple effect into the greater community.

Driving Question: What Mark Am I Leaving Behind?

Student Reflection: Students wanted more time to do the project. They enjoyed wood burning the most. Students struggled with the challenge of multiple drafts. Overall they were very excited about what they created and felt accomplished.

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Teacher Reflection: The most impactful was that the project allowed students choice, leadership, and to take ownership of their product throughout the project. The writing specifically was rewarding because we got to see students persevere. The writing identified weaknesses and we were able to see students grow throughout the writing process.

On a scale of 1 to 5, this project is a 5, I would Definitely Recommend it.

Lessons Learned: When it comes to the creation of the tree, the amount of students that were able to contribute was limited. We would want to come up with more jobs and opportunities to involve more students during this stage.

I. Authenticity
Demonstrating
Exhibit / Contest
Lab Activity
Producing / Revising
Execute Multiple Drafts
Portfolio / Presentation Board
Product
Revise a Product or Service
Presenting
Utilize Visuals

II. Media Produced
Computer Assisted Drawings: Used projector to trace previously scanned fingerprint onto wooden leaf.
Computer-based: Laser cut leaves.
Artistic Composition: Memoir Advice column Letter.
Physical Drawings & Fine Arts: Wood burning.

Print Media
Signage
Artistic Composition
Fictional Narrative Poetry
Technical Writing
Article / Script / Essay (Nonfiction) Autobiography / Biography

III. Challenging Problems
Humans in the World: Current culture of the class community.

Questions
Assist Others
Build a Better World
Self Reflection & Evaluation
Strongly Held Beliefs
Topics: Humans in the World
Family, Friends & Relationships
News, Events & Politics
Student Related Issues
Topics: Of the Mind
Implications of Decisions
State of Mind

IV. Achieved Literacy Skills
Project / Work
Adapt to Ambiguity / Changing Priorities
Address Setbacks / Criticism
Adjust to Schedules / Contexts
Balance Various Roles / Responsibilities
Learn / Develop Expertise
Manage Time / Workload
Take Initiative for Personal Success
Leadership
Influence through Leadership not Authority
Lead with Respect
Leverage Strengths of Others

I. Parameters & Feasibility
Project Timeframe
56 Weeks
Assessment Timeframe
More than a Class Period
of Project Members
Individual
Small Group
Flexible Group
Grade Level
Middle School (Grades 68)
Authentic Audience / Evaluators
Peers
Parents
Teachers & Administrators
Community Members
Special Test Accommodations
Presentation of Materials / Direction Setting
Student Response
Timing / Scheduling

II. Intended Learning Outcomes
Creativity
Brainstorm Change
Design / Create
Elaborate / Expand
Envision / Invent
Improve / Refine
Recognize Limits
Communication
Challenge Status Quo
Decipher Attitudes / Intentions / Values
Engage Creatively
Point of View
Collaboration
Assume Shared Responsibility
Develop Trust
Encourage Others
Exercise Flexibility
Ignore Distractions
Incorporate Feedback

Manage People / Team
Respond to Failure
Value Contributions Made by Others
Work with Diverse Teams
Critical Thinking
Clarify Meaning
Overcome Obstacles
Reflect Critically on Learning
Instilled Citizenship Values
Habits of Mind & Heart
Personal Responsibility
Social Responsibility
Strong Personal / Work Ethic

III. Success Skills & Depth of Knowledge
Cognitive Demand
Identifying / Remembering
Comprehending / Understanding
Applying
Analyzing
Evaluating
Creating
Social & Emotional Skills
Selfawareness
Selfmanagement
Groupawareness
Groupmanagement
Learning Styles / Intelligences
Bodily / Kinesthetic
Interpersonal / Social
Intrapersonal / Introspective
Verbal / Linguistic
Visual / Spatial
Assessment Structures / Resources
Checklists
Graphic Organizers
Interviews / Conferences
Portfolios
Rubrics

IV. CTEs & Disciplines
Disciplines: ScienceLab Safety Artmixed media.

Humanities
Composition & Linguistics
Literary Studies
Creative Writing