



**Vetted Project:** Students will analyze how societal norms and historical events reflect and affect one another. Furthermore, students will examine how literature serves as a vehicle to distill and disseminate historical and societal events as they directly affect individuals. The expected outcome is that students gain a deeper understanding of the relationship between American Literature and American History. **Driving Question:** How can I demonstrate that individual lives are shaped by history and connected by universal human experiences? **Student Reflection:** What is the most important thing you learned during this project: "The different opportunities available to women and minorities; how life can be limited by outside forces; what my parents were like when they were my age; how the nature of shame has changed; how many more opportunities are available to people today." **What part of the project did you do your best work on:** "The interview and A Day in the Life." **Teacher Reflection:** The most impactful part of the project was the interview with a member of another generation. Students found information about life in another era by using primary sources, family members, to share their personal experiences. **Lessons Learned:** I would tighten the timeline on the the three main elements of the project to improve cohesion and comprehension.

## **I. Authenticity**

### **Performing**

Speech or Spoken Word Performance

### **Demonstrating**

Exhibit / Contest

Film / Documentary

### **Producing / Revising**

Execute Multiple Drafts

Product

### **Presenting**

Leverage Media Technologies

Utilize Visuals

## **II. Media Produced**

Digital Content

Audio Content

Video Content

### **Artistic Composition**

Fictional Narrative

Journal / Diary

Script for Film, Documentary or Play

## **III. Challenging Problems**

### **Questions**

Self Reflection & Evaluation

Strongly Held Beliefs

**Topics: Humans in the World**

Ancestry

Civilizations & Cultures

Family, Friends & Relationships

Historical Times & Periods

Modern Living

News, Events & Politics

Student Related Issues

**Topics: Of the Mind**

Implications of Decisions

Intelligence & Learning

State of Mind

## **IV. Achieved Literacy Skills**

### **Media**

Examine Media's Influence

### **Project / Work**

Adjust to Schedules / Contexts

Balance Various Roles / Responsibilities

Manage Time / Workload

Take Initiative for Personal Success

### **Leadership**

Balance Diverse Views

Present a Professional Appearance

## **I. Parameters & Feasibility**

### **Project Timeframe**

5-6 Weeks

### **Assessment Timeframe**

More than a Class Period

### **# of Project Members**

Individual

Pair

Small Group

### **Grade Level**

High School (Grades 9-12)

Authentic Audience / Evaluators

Peers

Parents

Teachers & Administrators

Community Members

Special Test Accommodations

Presentation of Materials / Directions

## II. Intended Learning Outcomes

Creativity

Brainstorm

Change

Design / Create

Elaborate / Expand

Recognize Limits

Communication

Argument / Debate

Challenge Status Quo

Cross-demographic Communication

Decipher Attitudes / Intentions / Values

Engage Creatively

Instruct

Point of View

Role-play

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

Balance / Weigh Alternatives

Clarify Meaning

Draw Analytic Conclusions

Overcome Obstacles

Reflect Critically on Learning

Instilled Citizenship Values

Community & Public Issues

Democratic Systems & Values

Express Empathy / Compassion

Habits of Mind & Heart

Personal Responsibility

Sense of Public Duty

Social Responsibility

Societal Influence & Political World

Strong Personal / Work Ethic

## III. Success Skills & Depth of Knowledge

Cognitive Demand

Identifying / Remembering

Comprehending / Understanding

Applying

Analyzing

Evaluating

Creating

Social & Emotional Skills

Self-awareness

Self-management

Group-awareness

Group-management

Learning Styles / Intelligences

Bodily / Kinesthetic

Interpersonal / Social

Intrapersonal / Introspective

Verbal / Linguistic

Assessment Structures / Resources

Checklists

Interviews / Conferences

## IV. CTEs & Disciplines

Career & Technical

Arts & Entertainment

Authorship & Composition

Education

Literary Studies

Literature

Literary Theory

Creative Writing



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