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SOCIAL SCIENCES

Presentation-Based Learning

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PROJECT-BASED LEARNING MADE SIMPLE

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PROJECT-BASED LEARNING MADE SIMPLE OVERVIEW

Project-based learning (PBL) is a great opportunity to allow students and teachers to express creativity and apply real-world solutions while learning. With a little planning, it does not have to be complicated!

The benefits I have seen from project-based learning include, but are not limited to: *increased student engagement, creativity, time management, collaborative learning, leadership, public speaking, and problem solving*. I always include a technological component. Therefore, it also allows me to help develop students' skills regarding the proper use of technology in presentations.

SAMPLE TIMELINE FOR 6 WEEK PROJECT

WEEK 1	• **Introduce project / rubric for grading / expectations** • **Select potential topics / groups** • **Review research skills**
WEEK 2	• **Demonstrate how to properly document source information** • **Notecards (research due) – 25 individually**
WEEK 3	• **Notecards (research due) – 25 individually** • **Demonstrate effective use of Power Point / technology** • **Teacher check-in / conference**
WEEK 4	• **Draft of Power Point** • **Visual aid (PSA, poster, tri-fold, flyer)**
WEEK 5	• **Review presentation outline** • **Review evaluation rubric / grading criteria** • **Review how to give proper peer evaluations**
WEEK 6	• **Oral Presentations / Power Point (technology component)** • **Reflection due**

LEARNING STANDARDS

FL Standards:

SS.912.C.2.4 Evaluate, take, and defend positions on issues

SS.912.C.2.10 Monitor current public issues in Florida

SS.912.C.3.13 Illustrate examples of how government affects the daily lives of citizens at the local, state, and federal levels

SS.912.C.3.15 Examine how power and responsibility are distributed, shared, and limited by the Constitution

SC.68.CS-PC.3.5: Identify resources such as city, state, and federal government websites and explain that these resources can be used for communication between citizens and government.

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

LAFS.910.RST.3.8: Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

LAFS.7.RI.1.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

SC.68.CS-CS.1.3: Evaluate what kinds of real-world problems can be solved using modeling and simulation.

MAFS.K12.MP.1.1: Make sense of problems and persevere in solving them by: Reporting the number of observations. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

LAFS.910.W.2.6/ LAFS.1112.W.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

CTE-MKT.68.GENRI.1207 Use appropriate social media sites and online portfolios

LAFS.K12.W.3.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject.

LAFS.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research. SC.68.CS-CP.3.2: Create online content (e.g., webpage, blog, digital portfolio, multimedia), using advanced design tools

MAFS.6.SP.2.5: Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

SS.912.S.2.9: Prepare original written and oral reports and presentations on specific events, people, or historical eras.

LAFS.1112.W.2.6 Use technology to publish and produce individual and/or shared writing products

LAFS.1112.SL.2.4 Present information, findings, and supporting evidence with a clear line of reasoning and opposing perspectives

LAFS.1112.W.3.8 Gather relevant information from authoritative sources and assess the validity of each source

WAYS TO SIMPLIFY PROJECT-BASED LEARNING

- ✓ Create a timeline which includes class time / home learning
- ✓ Provide necessary materials / allow sufficient time to purchase
- ✓ Present the project enthusiastically and review each part prior to beginning
- ✓ Distribute / post a copy of timeline/requirements/expectations/grading
- ✓ Allow students to select their own groups (if group project)
- ✓ Allow students to select their own topics (with guidance)
- ✓ Group projects – require individual submissions for accountability
- ✓ Distribute specific directions / post in online platform
- ✓ Demonstrate and model research and presentation skills
- ✓ Show examples of finished product, if possible
- ✓ Use templates to help students get started
- ✓ Check-in with students to assess challenges and prevent procrastination
- ✓ Require students to show draft or beginning of work prior to due date
- ✓ Have students to bring in props, products, or visual aids prior to presentation
- ✓ Require students to complete peer evaluations during classmates' presentations
- ✓ Provide specific feedback after each presentation for benefit of class (at least one positive / one thing to improve)
- ✓ **BONUS** – *If asking community partners or other teachers to evaluate, always provide rubric, evaluation criteria, and outline of project*

SAMPLE PROJECT PACKET

Comprehensive Law Studies
"Do Something Now!" Advocacy Mini-Project
Mrs. Wolfolk-Manning, Esq.

Turn on the news! Scroll your favorite platform! Listen to the radio! Whether it involves discrimination, equal rights, or passing legislation for stricter gun laws, these issues are being discussed and debated all around you. They are real and important. Even if none of the above issues affect you, SOMETHING DOES. So, GET INFORMED, AND DO SOMETHING NOW!!!

The purpose of the "Do Something Now!" Advocacy Mini-Project is to provide students with the opportunity to demonstrate their ability to write, to process information from a variety of sources, and to orally present and defend their research. Working in pairs, (2) students will select an approved issue that affects society at large and is of particular interest to them. Each student's goal should be to not only learn more about his or her topic, but to make others more aware of its social relevance and the laws related to it.

The "Do Something Now!" Advocacy Mini-Project has (6) six components:

1. **RESEARCH**
   - Create a question you want answered about the topic
   - Gather information from (4) credible sources and attempt to answer your question through research (*Wikipedia is not a credible source*)
   - Each pair must have a minimum of (100) facts about the topic at the conclusion of the project; each individual will have a total of (50) note cards related to your topic

2. **INTERVIEWS**
   - Each individual will need to conduct a total of (3) interviews = (6) total for the group
   - (2) interviews from adults within the family and/or community (outside of school); (2) interviews from adults within the school (administrators, faculty,

or staff); (2) interviews from your peers, but cannot be students in the Magnet Program
- Interviews should consist of 5-10 questions about your topic
- Questions should be open-ended questions which allow you to gain insight about the topic

3. **CURRENT EVENT**
   - Each pair must find at least one current event / news story / case that is relevant to the topic
   - The group should be able to explain the facts of the case, how it is relevant, and how the current laws support / fail to support the issue

4. **LANDMARK CASES**
   - Each pair will research (2) significant court decisions related to the topic
   - You will IRAC each case providing the following: Issue (problem addressed in the case, Rule of Law (related law being analyzed), Application / Analysis (how is the law being applied to the case), Conclusion (what did the court rule and why)
   - You should be familiar with your case and be able to explain its significance in the law and the impact the court ruling has had on the issue you are researching

5. **MARKETING KIT (choose 2 out of 4)**
   - Each pair will create an **infographic OR flyer** with important information regarding your topic / law
   - Each pair will create a **PSA (45-59 seconds)** to promote awareness in the community
   - Each pair will create (**4) informative social media posts** (using research information)

     **infographic, flyer, social media posts to be completed using Canva*

6. **POWER POINT / ORAL PRESENTATION**
   - 8-10 minute oral presentation **(PROFESSIONAL DRESS REQUIRED ☺)**
   - Covers prior knowledge of topic, research, and personal reflection
   - Power Point presentation is a visual aid to enhance speech

"DO SOMETHING NOW!" PROJECT
TIMELINE AND DEADLINES

Week 1 4/20 – 4/24	**Introduce Project, Select Group and Issue** **25 Notecards Due / 1 Source Card (individual)**
Week 2 4/27 – 5/1	**Interview Questions due (individual)** **25 Note Cards / 1 Source Cards Due (Individual)** **Teaching IRAC for Landmark Cases**
Week 3 5/4 – 5/8	**Current Event Due (pair)** **Proof of Marketing Kit Due**
Week 4 5/11 – 5/15	**Landmark Cases Due (pair)** **Completed Interviews Due (individual)** **Proof of Power Point Due**
Week 5 5/18 – 5/22	**Finalize Marketing Kit** **Complete Power Point**
Week 6 5/26 – 5/29	**Oral Presentations (8-10 minutes)** **Brochure / Billboard / PSA Due**

Students **must** strictly adhere to project deadlines. Late work will **only** be accepted in cases of extreme emergencies (*death in the family, severe illness, hospitalization, etc.*) for which proper documentation must be provided. Due to time constraints and the requirement to work as a group, make-up presentations will **only** be allowed in the most extreme cases, as noted above. Failure to complete the project and presentation will likely result in failure of the last nine weeks, and may result in failure of the class. Therefore, students should plan ahead and address any concerns for absences immediately. **You may have to work with your partner outside of class**. So, plan accordingly.

Procrastination is your worst enemy!!!

STUDENT DRESS CODE FOR ORAL PRESENTATIONS

The purpose of the dress code is to uphold a professional image and prepare students for what they will face in the business world. All group members must be dressed professionally.

MALES

- Business suit with dress shirt and necktie; or
- Sport coat, dress slacks, collared dress shirt, and necktie; or
- Dress slacks, dress shirt, necktie, and a BELT
- Dress shoes and socks

FEMALES

- Business suit with blouse; or
- Business pantsuit with blouse; or
- Business dress; or
- Skirt or dress slacks with blouse or sweater
- Dress shoes, peep toe, or black flats

INAPPROPRIATE ATTIRE INCLUDES:

- Loud, vibrant colors (Stick to basics –blue, black, white, if possible)
- Jeans or denim of any kind
- Shorts, Capri pants, tight fitting clothing
- Backless or see-through shirts, t-shirts, tank tops, extremely short or low cut blouses/tops/dresses/skirts
- Spike (stiletto) sandals, athletic shoes, hiking boots, knee boots
- Athletic wear, including sneakers and jerseys
- Visible undergarments
- Excessive jewelry, including large name plates, long chains, big earrings, and multiple rings

New fashion trends may be in style but are not necessarily appropriate. Avoid walking the line. *If there is a doubt, select something else to wear*. The way you dress often determines others' perception of you. What message do you want to convey? If you have something important to say and you want people to listen, you must look the part! So, DRESS TO IMPRESS!!!

Students should come to class already dressed for the presentation. You **WILL NOT be excused from class to get dressed or to change clothing.*

****If you are unable to adhere to the dress code or have a concern about it, see me immediately. Do not wait until the day before or day of your presentation.**

Constitutional Law Honors
"Know Your Rights" – Mini Project

Speaking your mind…Marrying who you love…Having the right to vote? These are issues protected by state laws and/or the U.S. Constitution. Since most controversial issues are decided by a slim majority, public opinion and laws can change over time based on what society deems moral or immoral.

This is an individual project You will select an amendment to research from the amendment chart. As part of the project, you will select (1) controversial social issue which is protected by or relates to the assigned amendment. *For example, if you are assigned the 8th Amendment, your social issue might be whether the rights of prison inmates are violated when they are placed in inhabitable conditions or whether the death penalty is cruel and unusual.* You will examine state laws, case law, and current events as part of your research. You should present both sides of the argument surrounding the social issue and the law(s) regarding it. However, your position on the issue and law should be clear.

You will need to complete the following (7) components for your project:

1-Research

Identify a question you want answered about the topic. Each student will be responsible for

- (50) notecards (approximately 100 facts about your social issue / law)
- (4) source cards from a minimum of (2) sources

2 – One Page Legal Analysis w/ Works Cited Page

You will submit a (1) page legal analysis which addresses the major concerns surrounding your social issue:

- The importance of your social issue in 2023
- Historical significance of your amendment AND how it relates to social issue
- Important facts supporting your position
- Cases / relevant laws / current events

- Opposing arguments / counterarguments
- How life would be different without amendment / attention to your issue

You must use persuasive appeal in your argument and include a works cited page.

3 – Fact Poster

You will create a fact poster outlining the most interesting / little known facts about your social issue and amendment. You should have between 20- 25 facts and must cite your information.

4 – Public Service Announcement (PSA) / Video Clip

You will create a (1) minute PSA which promotes your position. Your PSA must be persuasive, creative, may include music, and may consist of students not in your group.

5 – Prior Knowledge / Community Understanding Assessment

You will create a QR code and survey a minimum of (50) non-law magnet students on your topic to determine how your "community" feels and what your community understands about the topic. Your survey should be between 5-10 questions and must be approved before being distributed.

6 – Vision Board / Timeline

You will create a vision board which depicts the progress of the issue and/or law over the past couple of decades, to include:

- inception of your social issue becoming controversial
- landmark cases
- important historical events
- important people / their involvement
- current events / relevant cases

Information must be typed and neatly arranged. You will be evaluated on content, accuracy, creativity, and appearance of the board.

7 – Power Point / Oral Presentation

- 10-12 minute oral presentation **(MUST DRESS PROFESSIONALLY)**
- Covers prior knowledge of topic, research, and personal growth
- Include other components as part of your Power Point

PROJECT TIMELINE (REVISED)

All assignments and deadlines subject to change per Mrs. Wolfolk-Manning ☺
Due to time constraints, no makeup presentations will be given, except in instances of extreme emergency

Week 1 12/12 – 12/16	Introduce "Know Your Rights" Mini Project Review Amendments (see pg. 556- 561 in Street Law) Copy Amendment Chart Select amendment / topic /question **should be related to current event or recent court case* Review how to cite source information
Week 2 12/19 – 12/22	(25) notecards / (2) source cards due QR code for survey approval
Week 3 1/9 – 1/13	(25) notecards / (2) source cards due Written rough draft of legal analysis / argument due
Week 4 1/16 – 1/20	Legal Analysis w/works cited page due
Week 5 1/23 – 1/27	Proof of PSA / Power Point 50 completed surveys due
Weeks 6 1/30 – 2/3	Fact Poster Due Vision Board / Timeline due
Week 7 and Week 8 2/6 – 2/14	Oral Presentations Power Point / PSA due at time of presentation Reflection / Peer Evaluations

SAMPLE TEMPLATE

Directions: Review IRAC below. Using oyez.org, select (2) cases from the list below. Brief each case using IRAC and write 2-3 sentences explaining how you think the case impacted our legal system. DO NOT COPY AND PASTE from the Internet. Rephrase to show your understanding of the material.

I – Issue

What's the problem? Why are we here? What is the question the Court is looking to answer?

R – Rule

What is the law?

A – Application

How is the law being applied? What is the court's analysis of the law and the facts of the case?

C – Conclusion

What is the court's ruling?

Select only (2) cases from this list:

Plessy v. Ferguson (1896)

Korematsu v. United States (1944)

Mapp v. Ohio (1961)

U.S. v. Nixon (1974)

Regents of the University of California v. Bakke (1978)

Hazelwood v. Kulmeier (1988)

Texas v. Johnson (1989)

SAMPLE TEMPLATE

Con Law Honors Mini-Project Presentation – Peer Evaluation

Student Name(s)_____

Amendment/Topic_____

Directions: Rate each area of the student's presentation a scale of 1-10, with "1" being ***poor***, "5" being ***average***, and "10" being ***excellent***. Be sure to give an explanation for why you gave the rating.

Oral Presentation:
1 – Organization / structure (chronological, easy to follow):

2 – Knowledge of Content (demonstrated understanding, clearly explained ideas):

3 – Delivery of Information (eye contact, volume, pace):

Slide Show Presentation:
1 – Creativity (balanced color scheme, background, and animation):

2 – Polished Appearance of Slide Show (consistent font size/type, minimal text, relevant graphics):

3 –Content (informative, accurate, interesting, sufficient):

SAMPLE TEMPLATE

PRESENTATION PLANNING SHEET

We plan to "grab" the audience's attention by:

_____
_____
_____

The message we want to send with our PSA is:

_____
_____
_____
_____

Our main points will be:

_____
_____
_____
_____

The order in which we will present our material is as follows (include a brief description – *story, problem, solution, main point / key takeaway*):

I._____
_____

II._____
_____

III._____
_____

IV._____
_____

We will make our presentation memorable by:

_____

_____

_____

We will conclude the presentation by:

_____

_____

_____

_____

_____

Our group members plan to wear:

_____

_____

Special Equipment Needs:

_____

Anticipated obstacles / how we will overcome (be specific – i.e. *group members in sports, communicating via group chat*):

_____

_____

_____

Questions:

Example Outline of Oral Presentation

Minute (s)	Items to Discuss
1	Introduce yourself and your topic. Don't forget your attention grabber!
2-3	Tell of any prior knowledge you had about the topic before beginning the project. Prior knowledge may include personal experience, information gained from reading, television, or movies, and what you have heard from others. Explain what you expected to learn from your research.
4-8	Research…..Talk about your findings. Discuss what you learned, important laws and legal cases. Provide facts, specific examples, and statistics.
10-12	Discuss your learning stretch – what did you learn about yourself, views that changed once doing the research, what you learned about teamwork etc.
13-15	Wrap up! Sum up your main points and leave your audience with something to think about. Be creative……

Remember…….

- This is just an example – You can organize your speech in whatever way you choose!
- Be creative! Use props, visual aids, music, handouts, or anything else that will help you deliver your message effectively.
- Practice your speech using your music, props, and materials.
- Know what you want to say…..**Practice makes EXCELLENT** ☺