

Name: Annett Orlando
Grade: High School
School: Brennan
District: Western Suffolk BOCES

PROJECT OVERVIEW

Project Title: Building rhetorical awareness through citizenship in literature	
Topic or Theme: Using Literature and Government elements to build citizenship	
Project Description: <i>Provide a brief summary or overview of the project.</i> Throughout the project, students will explore citizenship by using the app “icitizen” to better understand the themes throughout the novel <u>Mockingjay</u> , by Suzanne Collins and the responsibilities of voting age citizens. As a culminating project, students will design a new government for Panem (former US) that includes: investigating 1 platform per group, trending issues, democratic policies, and alternate forms of government. Each group will collect research from the icitizen app, and learn to use the Evernote app to collect notes and cite evidence for credibility of new government platforms. Along with technological research, students will receive assignments left in Dropbox which include graphic organizers and additional informational documents. Students will also have a group portfolio which will include specific assignments, literary element refreshers, graphic organizers and rubrics. Ultimately, students will present their “New Government” which will include a model of the Capital- group platform make up the Capital display: Health Care, Education, Crime, Labor facilities etc., along with written persuasive explanations and a mode of technology: Prezi, imovie trailer, or book creator.	
Curriculum Category: <i>(Career and Technical (Vocational) Education, Fine and Performing Arts, Language Arts, etc.)</i> ELA12 paired with Govt. and Economics12	
Grade Level: 12	Target Audience: <i>(ESE, ESOL, General, Gifted, or Other)</i> Special Education: OHI, LD, ED
Time required to complete the project: 4 weeks: 3 days group work, 1 day instruction and evaluation, and 1 day group evaluation and update(teacher meets with group) per week	

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SETTING THE STAGE:

Essential Questions:

Essential questions are open-ended questions that lead to discovery and stimulate further interest in the topic. They also clearly support the targeted standards.

- How do themes in literature relate to current world issues?
- Can literature help us to understand the world around us?
- How does class structure affect how we view the world?
- Why is it important to understand citizenship?

Background Information:

What information do students need to know and be able to do before beginning the project?

Dropbox, icitizen, Evernote and portfolios will be reviewed before project starts. Students must have a basic knowledge of computers and must have completed all assignments/test from the Mockingjay novel. Group work structure, conduct and responsibilities will be re-emphasized. Basic knowledge of literary elements and govt./economics would have been covered, but basic knowledge will also be found in “Group Portfolios”.

GATHERING RESOURCES/MATERIALS

Technology: *iPad*

Technology: (Apps)

- icitizen
- Evernote
- Dropbox
- Choice of 1: Prezi, imovie, or Book Creator

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STANDARDS ALIGNMENT:

Common Core Learning Standards

RI: 1,3,4,6,7,8

RL: 1,3,6

SL: 1 bcde,2,3,4,5,6

W: 1 a-e, 2 a-e

PROJECT STRATEGY

Project Strategy:

Briefly explain the steps that will be used to complete the project from beginning to end.

- Apps will be modeled before and during if needed on smartboard.
- Student group leaders are responsible for dividing the group tasks amongst their team after descriptions are understood.
- Student strengths will play a part in their assigned tasks (ex. Tech students may be in charge of designing the model etc...).
- They will discuss answers to all tasks before putting final edited work into the portfolio.
- Students will research and discuss their platform of government, using icitizen for facts and notes, and all will highlight notes to evaluate important facts for writing assignments.
- Students will be teacher led 1 day per week using Dropbox for document evaluation and review of graphic organizers (ex. JFK Inaugural speech and close read graphic organizers).
- Dialogue questions will be provided as needed, portfolio work or verbal discussions.
- Students will organize facts and create a persuasive speech to introduce their new platform of government.
- Final writings will have 3 stages: planning, editing and revising.
- Each group will select a media portion of their project- imovie trailer, short Prezi presentation, or create an informational book presentation using Book creator.
- Presentations will be given to their own class and then a final presentation of the “New Capital” (new district-from novel) to other staff – administrator, ELA teachers and Govt./Eco teacher etc.

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PROJECT EVALUATION

Assessment of Process and Product:

Describe assessment procedures that will be used in the various stages of project development and presentation.

Individual:

- 1 per week: Notes, outlines, graphic organizers and rubrics checked
- 1 per 2 weeks: Revisions and edits will be checked- 3 versions-plan, edit, revise for final grade.

Group:

- 1 teacher led - discussions and examples will be evaluated and recorded by group per week.
- Portfolio – completion of sections checked 1 per week which include: organizers, outlines, writing assignments, document- close read

Presentation:

Each group will be evaluated using rubrics:

- Tone, audience, grammar spoken and written, fact sheets/descriptions of new government platforms and physical model