

A Project Based Learning Experience with *City of Ali*

Objective

As we engaged with the *City of Ali*, we discussed a multitude of events, people, themes, and topics derived from our viewing. Through your PBL project, you will explore one of these aspects and curate a project around the essential question that you choose to research. Each project will be unique to the student creating it, but each project will require the 3 components outlined below. Remember, the very best PBL projects begin with a question, so be on the lookout for a point of interest as we begin brainstorming and questioning. While this project can address one of the Driving Questions below, students are encouraged to follow their interests and passions.

- ❖ How are we influenced by our community and environment?
- ❖ How can an individual positively influence their community or environment?
- ❖ What would our community look like if we used love as a vehicle to reach liberation?

Directions

Students will leverage analysis, creative and critical thinking, research skills, as well as written and oral communication skills to research a question of their own creation. This work will be supported through instructional time during class over the next two weeks to permit equitable resources and opportunity for completion. As you begin deciding the focus of your research and the artifact(s) that will represent that independent work, pay particular attention to the single-point rubric for this assignment.

Events, People, Themes, and Topics to Consider

❖ Moments in History

- Activism and Athletics (Olympics)
- Black Lives Matter
- Civil Rights Movement & Desegregation
- Global Social Justice Movements
- Vietnam War

❖ Key Figures and Places

- Alberta Jones
- Columbia Gym
- LeRoy Nieman
- Cave Hill Cemetery
- Central High School

❖ Religious Beliefs and Customs

- Islam
- Funeral Rights
- Mourning Customs
- Religious Conversion

❖ Race and Racism

- Disability & Illness (Parkinson's)
- Movements for Equity
- Redlining
- Police Brutality

These are a starting point for students to consider, not an exhaustive list!

Artifact Options to Consider

- | | | |
|--------------------------|--------------------------------|-------------------------------|
| ❖ Adobe Spark | ❖ Drawing/Photograph Portfolio | ❖ Poster |
| ❖ Brochure | ❖ Informational Skit | ❖ Prezi |
| ❖ Children's Book | ❖ Interview Series | ❖ Public Service Announcement |
| ❖ Collage | ❖ Lesson Plan | ❖ Social Media Profile |
| ❖ Documentary/Short Film | ❖ PowerPoint | ❖ Vlog |

Project Components

Annotated Bibliography

This document will capture the research you do to answer the question your project is centered around. Your annotated bibliography should include *City of Ali* as a source as well as the relevant informational texts we analyzed as a whole class. Additionally, it will include 7 other reputable sources of information for a total of 8 entries. Each entry must explain what the source is, how you know it is reputable, how it relates to your essential question, and how it is aiding you in finding an answer for your essential question. Entries can relate back to the *City of Ali*, but do not have to.

Research Artifact

Artifacts must capture the most important aspects of your research and must represent the answer to your guiding question. Refer to the above listing for inspiration, but do not limit yourself to these options. If there is a modality you would like to explore that is not listed, please, initiate a conversation with me about it.

Research Presentation

Students will self-select a timeslot during our 3 presentation days to showcase their research and the corresponding artifact to their peers. Digital and visual artifacts will be available for peers to view for 2 weeks following our presentations as we collectively consider real-world audiences. The physical presentation should explain what your question was, why you chose it, what your research uncovered, and how your findings are represented in your artifact.

Single-Point Rubric

Below is a sample of a single-point rubric that captures the essential required components of this project as it relates to the listed standards. Classroom educators can and should expand and/or make adjustments to this rubric as they see fit. When possible, co-construct rubrics with students and be sure to share expectations with students prior to beginning this research project.

Areas of Concern	Criteria for Project Components	Evidence of Mastery
	Annotated Bibliography: Student creates a document that follows APA conventions for citation and formatting. Student's writing is clear and cohesive with awareness of audience needs and the overall purpose. Each annotated bibliography entry addresses the four items detailed above.	
	Research Artifact: Student creatively captures knowledge and learning obtained via research. Artifact furthers the writing of the student's Annotated Bibliography. Artifact literally or symbolically provides reviewers with an answer to the student's guiding question.	
	Research Presentation: Student shares their research and research artifact with peers as well as a real-world audience. Presentation is cohesive, reflective, and well communicated, utilizing expectation conventions for the given audience.	