

# P R O J E C T   D E S I G N :   O V E R V I E W

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<b>Name of Project:</b> Lost!		<b>Duration:</b> 4 weeks	
<b>Subject/Course:</b> Global History 9		<b>Teacher(s):</b> Alicia Peletz	<b>Grade Level:</b> 9
<b>Other subject areas to be included, if any:</b> Math, Earth Science, Language Arts and PE			
<b>Significant Content</b> (CCSS and/or others)	<p><a href="#">New York State (NYS) Social Studies</a></p> <p>9.1 DEVELOPMENT OF CIVILIZATION: The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions, and shared a number of defining political, social, and economic characteristics. (Standards: 2, 3, 4; Themes: GEO, ECO, TECH, GOV, CIV)</p> <p><b>Literacy in History/Social Science (CCSS)</b></p> <p>WHST.9-10.7 – Conduct short, as well as more sustained research projects to answer a question or solve a problem.</p> <p><b>Language Arts</b></p> <p>W.9-10.3 – Write narratives to develop real or imagined experiences or events...; W.9-10.4 – Produce clear and coherent writing ... appropriate to task, purpose, and audience.; W.9-10.8 – Gather relevant information from multiple sources and integrate into text.</p> <p><b>Math</b></p> <p>CC Integrated Algebra: HSN-Q.A.1 – Use units as a way to understand problems... choose and interpret the scale and the origin in graphs and data displays; HSN-Q.A.2 – Define appropriate quantitates for the purpose of descriptive modeling.</p> <p><b>Earth Science</b></p> <p>NYS Standard 1: Analysis, Inquiry, and Design; Standard 7: Interdisciplinary Problem Solving</p>		
<b>21st Century Competencies</b> (to be taught and assessed)	Collaboration (SL.9-10.1) Initiate & participate effectively in a range of collaborative discussions...		Creativity and Innovation students are to create their own civilizations.
	Communication (SL.0-10.4) Present information, findings, and supporting evidence for a given purpose, audience, and task.		Other:
	Critical Thinking (RI.9-10.8) Delineate & evaluate the argument and specific claims in a text....; (MP2) Reason abstractly & quantitatively.		
<b>Project Summary</b> (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)	In this scenario, students and their group members are stranded and isolated from the rest of the world. It is their mission to create a civilization with their group that withstands the test of time. They will need to figure out how people will SURVIVE both mentally, physically, and emotionally. Since much goes into planning a new civilization every single content area will be involved in the project. To do this, students learn about different aspects of ancient river valley civilizations and what characteristics are needed for a group of people to develop into an advanced civilization. As they learn about various characteristics, students will have to figure out what is possible for theirs based on where they are stranded so they can survive. Other areas include: types of environment elements make a place the most livable (Earth Science); creating a money system (Math); figuring out how they will keep people entertained (PE).		
<b>Driving Question</b>	How would you survive and develop a civilization that would withstand the test of time?		
<b>Entry Event</b>	Watching a montage of season 1 of the show, Lost, which shows how the characters struggled to come up with own form of civilization once stranded on an island. Students are asked to look for what they think might be indicators of a civilization. The goal is to bring to bring to light the 8 characteristics of civilization. Students discuss and add their ideas to a group chart paper.		

<b>Products</b>	<b>Individual:</b> Unit test on the characteristics of a civilization and ancient river valley civilizations; narrative writing piece from the perspective of a member of the newly formed civilization	<b>Specific content and competencies to be assessed:</b> Speaking & Listening; Writing narratives; Gather information; Conduct research projects NYS Social Studies Framework: Standards: 2, 3, 4; Themes:, GEO, ECO, TECH, GOV, CIV Critical Thinking
	<b>Team:</b> Civilization presentation- Teams produce a presentation on their new civilization, which must include a description of the major 8 characteristics of a civilization; map of the location; viability of the location on which the team was stranded.	<b>Specific content and competencies to be assessed:</b> Communication (presentation via BIE rubric); Collaboration; Critical Thinking NYS Social Studies Framework: Standards: 2, 3, 4; Themes: GEO, ECO, TECH, GOV, CIV Integrated Algebra standards

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<b>Public Audience</b> (Experts, audiences, or product users students will engage with during/at end of project)	Survivalist: Will be used as an Entry Event, one of the revision Gallery Walks, and exhibition night Peers: Will be used to provide feedback during all the Gallery Walks, Charrettes, and their practice presentations Museum Curator: Will be used during the final Gallery Walk and exhibition night Parents: End of project exhibition night Board members: End of project exhibition night
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<b>Resources Needed</b>	On-site people, facilities: All content teachers will have to make sure they cover the material for the project in their own class within enough time. Auditorium for entry event and expo night.
	Equipment: laptops, Internet access, Google Docs, projector
	Materials: Computers, makers, posters, construction paper to start. Students will fill out a materials sheet if they need anything else, so they aren't limited in their ideas and design
	Community Resources: Local survivalists

<b>Reflection Methods</b> (Individual, Team, and/or Whole Class)	Journal/Learning Log		Focus Group	
	Whole-Class Discussion	<b>X</b>	Fishbowl Discussion	
	Survey		Other: <a href="#">Gallery Walks</a> , <a href="#">Charrette</a>	<b>X</b>

<b>Notes:</b>
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# PROJECT DESIGN: STUDENT LEARNING GUIDE

**Project:** Lost!

**Driving Question:** How would we survive and develop a civilization that would withstand the test of time?

<b>Final Product(s)</b> Presentations, Performances, Products and/or Services	<b>Learning Outcomes/Targets</b> content & 21st century competencies needed by students to successfully complete products	<b>Checkpoints/Formative Assessments</b> to check for learning and ensure students are on track	<b>Instructional Strategies for All Learners</b> provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments
Civilization Presentation (team) & Unit Test on Ancient Civilizations (Individual)	I can create a legend on a map that includes what is needed so that a civilization can survive (Themes: TCC, GEO)  <i>Map of Civilization – Project Component (8 Civilization Characteristics)</i>	<ul style="list-style-type: none"> <li>Quiz on civilizations</li> <li>Gallery Walk</li> <li>Learning Log</li> <li>Exit Ticket</li> </ul>	<ul style="list-style-type: none"> <li>Students research early river valley civilizations to see how they were all similar and different to figure out what they would want to include in their civilization. (Social Studies)</li> <li>Note taking on each civilization (Social Studies)</li> <li>Lesson on sustainability based on chosen location. (Earth Science)</li> </ul>
	I can understand the difference between climates and how to problem solve using different geological features and natural resources effectively so that my civilization will survive. (Themes: GEO, TECH)  <i>Advertisement of Environment – Project Component (8 Civilization Characteristics)</i>	<ul style="list-style-type: none"> <li>Gallery Walk</li> <li>Peer editing</li> <li>Exit Ticket</li> </ul>	<ul style="list-style-type: none"> <li>Have survivalist come in to help students figure out what they need to live off based on what sort of area they choose to live in. S/he will give feedback based on what they have come up with during Gallery Walk.</li> <li>Lecture notes on climates (Earth Science)</li> <li>Science lab on climates and geological features (Earth Science)</li> </ul>
	I know and understand the essential foods and farming needed to sustain life in various places of the world and how different occupations are used to expand a society. (Themes: TCC, GEO, ECO, TECH)  <i>Labor and food supply – Project Component (8 Civilization Characteristics)</i>	<ul style="list-style-type: none"> <li>Gallery Walk</li> <li>Charrette</li> <li>Learning log</li> <li>Exit tickets</li> </ul>	<ul style="list-style-type: none"> <li>Notes on early river valley civilizations to and Ancient Greece on labor force in learning log. Brainstorm necessary jobs.</li> <li>Lab on food webs in science</li> <li>Survivalist come in to help students figure out what they need to live off based on what sort of area they choose to live on from the environment they picked. He will give feedback based on what they have come up with during a Gallery Walk</li> </ul>

	<p>I know and understand how/why items are exchanged for equal value or for profit and why that is necessary in a society to exchange goods. (Themes: TCC, ECO, TECH)</p> <p><i>Money System - Project Component (8 Civilization Characteristics)</i></p>	<ul style="list-style-type: none"> <li>• Quiz on conversions in Math</li> <li>• Quiz on economic systems in Social Studies</li> <li>• Learning Log</li> <li>• Graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Math lesson on profit margins and conversions. Quiz on conversions in Math.</li> <li>• History Alive! Lesson on economic systems: barter system, mercantilism, capitalism, communism, etc. Quiz on differences.</li> <li>• Create a poem, visual, or a written letter on the difference on economic systems into learning log</li> </ul>
	<p>I can identify various forms of government and understand the strengths and weaknesses of different governments. (Themes: TCC, ECO, CIV, GOV, SOC)</p> <p><i>System of Government/Social class structure – Project Component (8 Civilization Characteristics)</i></p>	<ul style="list-style-type: none"> <li>• Graphic Organizer</li> <li>• Learning Log</li> <li>• Exit Ticket</li> </ul>	<ul style="list-style-type: none"> <li>• History Alive! Station activity of differences of government: monarchy, oligarchy, democracy, dictatorship, etc.</li> <li>• Put visuals into learning log representing different forms of government</li> <li>• Exit ticket explaining which one they will likely pick for their society and why.</li> </ul>
	<p>I can create artwork or forms of entertainment that is reflective of the society I have imagined and how artwork and entertainment reflect conditions of a certain time period. (Themes: TCC, GEO, ID)</p> <p><i>Art and entertainment of civilization – Project Component (8 Civilization Characteristics)</i></p>	<ul style="list-style-type: none"> <li>• Research graphic organizer for art of ancient civilization</li> <li>• Learning Log</li> <li>• Feedback form</li> <li>• Exit Ticket</li> </ul>	<ul style="list-style-type: none"> <li>• Students will look at artifacts from Early River Valley Civilizations and deduce what they did for art and entertainment.</li> <li>• Students will learn about classical civilizations art and entertain such as gladiators in ancient Rome and their purpose in society.</li> <li>• Students will have to use Instagram accounts to see trends of art in 2013 or 2014 to help generate ideas.</li> <li>• Students will present their forms of artwork or entertainment and will do a mini Gallery Walk, but students will have to come up with adjectives that describe the mood of the person's artwork and incorporate the geography of their civilization.</li> </ul>
<p><b>Narrative Writing Piece (Individual)</b></p>	<p>I know how to use, write, and explain literary devices and elements of a story to write my own myth that reflects the civilization I have created. (TCC, GEO, ECO, TECH)</p> <p><i>Religion/Myth – Project Component (8 Civilization Characteristics)</i></p>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Notes on literary devices and elements</li> <li>• Rough Draft</li> <li>• Peer editing</li> </ul>	<ul style="list-style-type: none"> <li>• In English, students will apply what they learned about myths from reading <i>The Odyssey</i> previously to their own myth</li> <li>• In English they will review literary devices and elements</li> <li>• Students will brainstorm literary devices and elements for their myth.</li> <li>• Students will fill out a checklist to evaluate a partner and provide feedback to ensure all elements are included in the myth prior to writing.</li> </ul>