



Instructor:

Ms. Hamilton

Course:

English 4



Driving Question

What is the meaningful problem to be solved or question to be answered that frames the project?

Does culture define hairstyles or do hairstyles define culture?

Authenticity & Sustained Inquiry

How does this project involve real-world context, tasks and tools, impact, or personal issues in the students' lives?

Students enrolled in the cosmetology program encounter challenges in identifying relevance within the English Language Arts curriculum. By delving into the cultural and historical dimensions of hair, students gain a comprehensive understanding of their program area, thereby enriching their educational experience and being able to apply this to their career.

Public Products with Student Voice & Choice

What were some products students chose to make, and how did they share their products outside of the classroom?

Students created a video spanning from 1910 to present day focusing on hairstyles, culture, major events, products utilized, and music of the time.

Student Reflections

Students reflect on the learning, the effectiveness of their inquiry and project activities, and obstacles that arose and strategies for overcoming them.

- “I learned the history and got more comfortable presenting and taking charge of my own project as well as working in a team.”
- “It helped me learn more about different cultures and decades and the textures of different types of hair.”
- “I learned more about collaboration and how I can connect my program area to my academic life.”
- “This video allowed me to be more creative and feature hair highlights, which is very important when it comes to cosmetology.”

Noted Skills Gained

Hair-Styling Techniques

Video Editing

Creating Content

Public Speaking

Teamwork