



Instructor:

Mr. Schlafer

Course:

Civic Literacy



### Driving Question

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

Even with such a loud voice, are the people truly heard by the government?

### Authenticity & Sustained Inquiry

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

This PBL makes connections allowing students to see the what, who, and why when it comes to making change in our nation, and how information passed on by perspectives/propaganda can manipulate public perception of what happened.

### 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 presented their topics to the class.

### Student Reflections

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

- “It was a great way to show our communication skills and problem solving.”
- “This project helped me grow in public speaking and in being a leader.”
- “I grew through perseverance.”
- “I learned to communicate with people you're working with.”
- “I learned how to lock in when needed.”
- “This project helped me to see different viewpoints on debatable subjects.”

### Noted Skills Gained

SCRUM Management

Fact-Finding

Decision-Making

Public Speaking

Teamwork