



INSTRUCTOR: MS. HAMILTON

COURSE: ENGLISH IV HONORS



PROJECT SUMMARY



- In this three-week unit, students will explore how narrative writing, research, and media design can shape public perception of skilled trades. First, they will complete individual writing assignments: a personal narrative about their career path (“My Why”) and a myth-busting mini-essay that challenges a misconception about their trade. Then, students will work in small groups to create a digital media campaign to “rebrand the trade” using visuals, videos, or audio to educate and inspire others. The project culminates in a public presentation of their campaign to classmates or underclassmen, connecting literacy skills to real-world identity, advocacy, and professional branding.

DRIVING QUESTION



- How can we use personal stories and creative media to change how people view careers in skilled trades like cosmetology, bioprocess manufacturing, and welding?

SUSTAINED INQUIRY & AUTHENTICITY



- This project emphasizes authentic inquiry by inviting students to explore their personal identities while engaging in real-world storytelling. Rather than writing for a grade, students will craft stories and media with a genuine audience in mind—those who may misunderstand or overlook the value of their chosen careers. Through research, collaboration, and creativity, students will experience how writing and communication impact the way people see skilled work.

STUDENT VOICE & CHOICE WITH PUBLIC PRODUCTS



- Students will present their group campaigns to peers. Student watching will vote on categories like “Most Persuasive,” “Most Inspiring,” and “Most Likely to Go Viral.” Presentations will include campaign names/slogans, visuals or media products, and a quick overview of their research and story development.

TEACHER REFLECTION



- This project empowered students to take pride in their career paths by helping them explore and express their personal and professional identities. It was inspiring to see them challenge stereotypes and craft meaningful messages that elevate the value of skilled trades through thoughtful storytelling and creative collaboration.

STUDENT REFLECTIONS



- “This made me stop and think about how people outside of my program area view it, not only in school.”
- “It helped me take feedback from others as we presented our project to help make it better.”

NOTED SKILLS GAINED



- DECISION-MAKING
- COMMUNICATION
- VIDEO EDITING
- ADAPTABILITY

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