Project-Based Learning Activity

9th Grade Social Studies

For this Project-based Learning activity, you will learn about our town! You will be in teams of 3 or 4 and you will be required to do a number of different activities culminating in one big project. This is meant to be fun, but you will be learning a lot about real issues connected to your own lives. You will be presenting this entire project at the Christmas Downtown Open House on December 7, 2011.

For this project you will be required to:

- **Research Spunky Puddle, Ohio**
  - In your groups, you will research the history of our great town, Spunky Puddle, Ohio. First, you will start online and in the books I will provide.
    - You need to research the history, past and present politics, population statistics, tourist activities, etc.
      - You need to research how the town originated
        - Where did the name come from?
        - Who were the first people here?
        - When, how, and why did the population shift?
      - Also, any interesting information about Spunky Puddle
    - After the initial research, I will be bringing in the town historian, JimBob Johnson, who runs the town’s museum, and you will have the opportunity to interview him and ask him relevant questions about Spunky Puddle’s past
    - You will submit a one to two page essay about your findings
    - Make sure you cite all of your sources as you go along. I will be looking for a works cited. We will review how to document in MLA format 😊

- **Make a brochure**
  - The next phase of this project requires you to make a brochure promoting Spunky Puddle to tourists
    - This is to be done on Microsoft Publisher. Remember, brochures should highlight a few main ideas and include pictures
    - This brochure should highlight
      - The town’s history
      - Interesting facts about the town
      - Enjoyable activities to do in the town
      - Why Spunky Puddle is a great place to visit 😊
Decide a problem that exists in the town
- You will be conducting interviews as a group, whether through e-mail, over the phone, or in person to decide a problem that exists in Spunky Puddle
  - You can try to contact the mayor, the members of the city council, parks and recreations committee, etc
  - I will not give you any ideas, you must be your own investigators
  - As you decide a problem, come up with a solution to this problem
  - You will be writing a letter to the Senator of Ohio discussing the problem and the solutions
  - We will actually be sending in these letters

This will all culminate in the painting of a mural downtown depicting one or two of the highlights of our town
- We will spend some class periods downtown painting our murals. You must have a plan for your painting, illuminating one or two highlights of the town’s history or present or both
- We will stand with our paintings at the Downtown Christmas Open House on December 7th, entertaining the members of our great town with the knowledge we have gained from this project-based learning activity
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Day 1 Monday</td>
<td>Research the History of Spunky Puddle, Ohio. Use books and online sources.</td>
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<tr>
<td>Day 2 Tuesday</td>
<td>Research, continued</td>
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<tr>
<td>Day 3 Wednesday</td>
<td>Research, continued</td>
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<tr>
<td>Day 4 Thursday</td>
<td>Historian JimBob Johnson</td>
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<td>Day 5 Friday</td>
<td>Citing Sources Review</td>
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<td>Day 6 Monday</td>
<td>Finish Works Cited</td>
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<tr>
<td>Day 7 Tuesday</td>
<td>Write 1-2 pg essay</td>
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<td>Day 8 Wednesday</td>
<td>1-2 pg essay due</td>
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<td>Day 9 Thursday</td>
<td>Start the Brochure</td>
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<td>Day 10 Friday</td>
<td>Brochure</td>
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<td>Day 11 Monday</td>
<td>Brochure</td>
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<tr>
<td>Day 12 Tuesday</td>
<td>Brochure</td>
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<tr>
<td>Day 13 Wednesday</td>
<td>Brochure Due</td>
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<td>Day 14 Thursday</td>
<td>Research Problem</td>
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<td>Day 15 Friday</td>
<td>Decide Problem</td>
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<td>Day 16 Monday</td>
<td>Write Letter to Senator</td>
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<td>Day 17 Tuesday</td>
<td>Finish Letter, Turn in</td>
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<td>Day 18 Wednesday</td>
<td>Paint Mural</td>
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<td>Day 19 Thursday</td>
<td>Paint Mural</td>
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<tr>
<td>Day 20 Friday</td>
<td>Paint Mural</td>
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Present at Downtown Open House December 7th :)
STANDARDS:

*Essay after research*

GHW 3.4 (Geography and History of the World): Give examples of, and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline. (Spatial Variation, Change Over Time, Cultural Landscape, Sense of Place)

*Describe a problem with the town*

USH 9.6 (United States History): Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

*Works Cited with essay*

ENG 9.2.2 Prepare a bibliography of reference materials for a report using a variety of public documents, such as consumer, government, workplace and others.

*Brochure*

ENG 9.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.

*Interviews for information*

ENG 9.7.16 Apply appropriate interviewing techniques:

- prepare and ask relevant questions.
- make notes of responses.
- use language that conveys maturity, sensitivity, and respect.
- respond correctly and effectively to questions.
- demonstrate knowledge of the subject or organization.
- compile and report responses.
- evaluate the effectiveness of the interview.

Adaptations:

This project-based learning activity should work excellently for students with ADHD. Students with ADHD have trouble keeping their attention focused and are often hyperactive and disruptive if they become bored. The Research Our Town project should keep them busy and involved at all times, and this should keep them focused. The project is also broken down day-to-day so that they will not become overwhelmed, which should help to keep their attention. There are also hands-on activities involved with the brochure-making and mural-painting in the project, so the students with ADHD can have the most say in these aspects of the project.

Comment [h5]: Excellent! I love how you identified these for me. – clear/organized!

Comment [h6]: This does not tell me how you would adapt it FOR students with ADHD. This tells me how it doesn’t need to be adapted. That wasn’t quite the assignment.

Comment [h7]: Are (watch verbs)
Individual with ADHD in the Classroom

Mrs. Manley has been struggling with a student named Joey Goodspeed, who constantly distracts other students, has issues with maintaining focus on simple classroom tasks, and forgets to take his medication on a regular basis. One brisk fall day, Mrs. Manley surprises herself and discovers effective ways to adapt in the classroom to meet Joey's needs and help restore focus in the classroom.

Characters:
Joey Goodspeed- 9th grader
Mary Manley- High school teacher
Stewart O'Neal- Principal
Jake Goodspeed- 12th grade brother of Joey
Michael, Winston, Gina, Tori- High school classmates
Ross and Julie Martin- Joey’s parents
Marshall Goodspeed- Christian’s paternal father

Mary Manley arrived at her home shortly after 7 P.M. following basketball practice. The social studies teacher/head girls’ basketball coach at Spunky Puddle High School in Spunky Puddle, Ohio, stooped into her office chair and put her hands over her face. Mrs. Manley had been teaching for only 2 years after graduating from Youngstown State University and she’d never had to deal with a student who gave her issues like freshman Joey Goodspeed. The school year was only a few months old, but for Mrs. Manley, it had felt like a lifetime because of all the distress that Joey provided in her 4th period U.S. History class. She’d told Stewart O’Neal, the school’s principal, that she had everything under control, but she knew her classroom was in a state of anarchy. She felt she had done everything she could to remedy the problems that Joey caused on a daily basis, but no progress had really been made. She had tried moving Joey to different areas of the room to prevent him from getting off task and distracting
others, she had tried to create engaging lessons that would peak Joey’s interest in the subject, and she’d tried to talk to him after class about his poor in-class behavior.

At this point, she had no choice but to call Joey’s parents, who lived on the other side of town. Ross and Julie Martin had always been involved with school functions, as Joey’s older brother Jake had been a standout football player for the Spunky Puddle Mudcats for the last 4 years and both parents went to every game and were heavily involved with their children’s school endeavors. However, Ross and Julie had struggled in finding solutions to Joey’s problems in the classroom, as he had been diagnosed with ADHD in 5th grade and the family continued to face obstacles trying to work with him on focusing in school. Mrs. Manley picked up her cell phone and called the Martin household, hoping that she could find ways to make changes in the classroom that could help Joey maintain focus in the classroom and prevent him from distracting others. Julie Martin answered the phone, surprised to hear that it was Joey’s U.S. History teacher on the other line. She said, “Oh, Mrs. Manley! How nice to hear from you! What may I help you with?” Mrs. Manley sighed and replied, “Sorry to bother you, Julie... I’ve got some questions regarding your son. I have been trying to find ways to work with Joey and help him stay on task while also keeping him from pestering other students, but I feel like we haven’t made the progress that I hoped for to this point. I was hoping that you could give me some suggestions as to how to approach this.”

Julie called her husband to pick up another phone, and Mrs. Manley spoke with Joey’s parents for 20 minutes about his persistent trouble staying on task and disturbing other students. Mrs. Manley discussed with the parents how she had tried to move him multiple times to different seats in the classroom, but it did not seem to matter who he was sitting next to, as he still proved to be a disruption to everyone around him. His excessive talking prevented others from giving their best effort, he never could stay in his seat longer than a few minutes, and he constantly blurted out answers without raising
his hand. All of these issues had manifested themselves into creating a completely dysfunctional learning environment. The parents had some suggestions, but they felt like they had tried to work with teachers for several years to take on Joey’s problems and nobody had been able to figure out a solution that lasted more than a few days before the problems came back with a vengeance. They mentioned that he had been put on medication, but they weren’t sure that it had really helped Joey all that much in terms of staying focused in school. Their suggestions did not seem to be much different than the adaptations that she had already tried making in the classroom.

Unfortunately, the phone call did not give Mrs. Manley the information she desired. She then realized that Joey went to his biological father’s home on the weekends. She looked up Marshall Goodspeed’s number and called him to inquire about advice to deal with Joey’s ongoing problems. Marshall answered the phone and acted surprised that a teacher had contacted him. He tried to stay involved with his children’s school activities, but he often felt slighted by teachers and Joey’s mother. He told Mrs. Manley that “Joey is a bright young man, but I’ve had to go through a similar process that you are dealing with right now in the classroom. I fear that most of the time that he is with Julie and Ross, he does not take his medication in the morning.” Hearing this made Mrs. Manley cringe, but if Joey had not been taking his medicine most days, it was no wonder he was having the issues he was having in school. Marshall appeared to have a much better grip on Joey’s ADHD than what his other parents did, and he provided some sound advice when it came to working with Joey. He advised, “First off, Joey has to have his medication. That would be a great start. Secondly, have you tried to find ways to allow him to be involved with class tasks, like passing out papers and picking up papers from the printer? He really enjoys having small breaks to stand up and move.” Mr. Goodspeed reiterated several times that Joey was more than capable of focusing and not being a disruption in class, but that Mrs. Manley needed to find ways to break down activities so that they weren’t so lengthy and find ways for Joey to be active in the classroom. He also told her that he would call Julie to make sure that Joey took his medication.
before school the next day. She thanked him for his time and decided to shore up her lesson plan for the next day based on what Marshall had told her on the phone.

Mrs. Manley arrived at Spunky Puddle High School the next morning rejuvenated, ready to see if her new teaching methods would reach Joey and help the class return to an efficient, effective learning environment. She could tell that medication really did make a difference with Joey, as he was not out of his seat pestering his friends Michael and Winston and he was not flirting across the room with Gina and Tori as he normally did. Mrs. Manley normally did a lecture or power point during the first half an hour of class, but she decided to make some changes. She broke the lecture into sections and decided to incorporate small activities into the lecture to provide breaks for Joey. She had students take part in a quick think-pair-share activity about the Constitution after lecturing for ten minutes, and she discovered that cutting the lecture into segments sandwiched with small activities kept Joey on-task. The advice she had received from his father Marshall proved to be right, and Mrs. Manley noticed that even other students seemed to be happier with the new teaching style. Over the course of the remainder of the year, she kept Joey involved by allowing him to help pass out papers and send papers to the office while also maintaining a classroom that now operated with a larger amount of smaller activities in her lessons. Except for the occasional day where Joey arrived at school without taking his medication, he stayed out of trouble for the most part and Mrs. Manley was able to maintain order in her classroom.
ADHD symptoms usually occur during early childhood, and can be tough to diagnose because everyone shows signs of ADHD at one time or another. Children must have symptoms that appear to be more frequent and severe than that of other children of the same age in order to be in position to make a diagnosis. These symptoms can disrupt home life, social setting, schoolwork, or work in general, meaning that they can make living life difficult if left untreated. Research is being shifted toward looking at brain functions that help activate, organize, integrate, and manage other body functions because it is believed to now be interrelated with ADHD symptoms. ADHD can be broken into three separate categories: Primary inattentive type, primary hyperactivity/impulsive type, and combined type. All three categories have their own set of symptoms, with the combined type being the worst as it meets both primary inattentive and primary hyperactivity/impulsive type criteria.

School can be a major challenge for students that are diagnosed with ADHD, or attention deficit hyperactivity disorder. However, when teachers and parents show patience and develop plans that can help overcome obstacles presented by the disorder, these students can be successful in the classroom. Teachers need to be able to establish a working relationship with the student’s parents to help develop plans that can help the student stay focused in class and maintain a quality learning environment. Both teachers and parents alike need to be able to establish a behavior plan that allows the student to clearly understand behavioral expectations and provide structure so that the student can keep his/her symptoms in check. These behavior plans can be designed to allow for the teacher to adapt lessons for shorter activities and more movement in the classroom, among other adaptations.

This website offers some good points for accommodating students with ADHD. We used the accommodations that they offer, because they were the most practical and effective. Along with helping accommodate students with ADHD in the classroom, the website also offers some good insight when it comes to the stigma attached to ADHD students. The site insists on keeping in mind that generally speaking, ADHD only affects the child’s attention span and hyperactivity; it does not affect the child cognitively. This tells teachers that in most cases, only accommodations need to be made, not modifications for the content and material within the classroom.