




## Industrialization and Immigration (3 Weeks 7-8 Classes)

[Link to 2022-2023 Essential Standards & Pacing](#)

 **Purpose:** The purpose of this unit guide is to provide teachers with unit specific content and instructional and assessment resources to support the creation of meaningful learning experiences for students. The layout follows a [“backward design”](#) approach to teaching and learning resulting in a performance assessment using the: [Standard 1 Rubric](#). **Explore the guide using the navigation bar.**

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### Connecting Portrait of a Graduate and Presentation of Learning (POG POL) outcomes to HS Social Studies.



#### POG Skills for This Unit

Identify which POG [attributes & skills](#) and Standard 1 Skills in [History](#) or [Government](#) students will develop in this unit.

*POG Attribute and skill*

*POG Attribute and skill*

*POG Attribute and skill*

*Standard 1 Skill*

*Standard 1 Skill*

*Standard 1 Skill*

#### What Evidence of Learning Examples for This Unit

In POG POL students use pieces of evidence (writing, graphic organizers, digital media, visible thinking routines, presentation material, etc.) to show use of POG and Standard 1 Skills

**Identify what evidence students can use in this unit below**

To increase student ownership of POG and Standard 1, [consider these practices!](#)

To learn more on presentations of learning and student feedback, [click here!](#)

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## Unit Overview

### Description

Using the past to better understand ourselves, society, and the contemporary world is a core aspect of social studies education.

- This unit on Industrialization & Immigration is a study in agency and advocacy.
- The resources and guidance below support the development of students' thinking and skills using disciplinary content and concepts.
- Resources, experiences, and assessments can be used in traditional, distance, and blended environments.

### Unit VDOE Standards

- **VUS.8.** The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century

### Unit Priority Standards

- **8.b,c,d, f** - Students will apply social science skills to understand the experiences of immigrants, developments of the Progressive Movement, the impact of prejudice and discrimination (including "Jim Crow" laws) and the practice of eugenics in Virginia *with an emphasis on the concepts of power, position, and agency.*
- **DL.9-** Students will respond to diversity by building empathy, respect, understanding and connection.
- **JU.14-** Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.

### VDOE 2020 - 2021 Technical Edits and Corresponding Resources

**Note: Some resources contain explicit, hateful, or offensive language and content.  
Teachers should preview resources before use to prepare students.  
Resources can also be used to build teachers' subject matter knowledge.**

**8a.** This growth, while positive for some, ~~resulted in more displacement for American Indians.~~ **destroyed ways of life that American Indians had practiced for centuries and dispossessed them from their homes.**

Westward movement

The years immediately before and after the Civil War were the era of the American cowboy, marked by long cattle drives for hundreds of miles over unfenced open land in the West, which was the only way to get cattle to market **before the spread of railroads soon thereafter.**

#### [The Dawes Act \(US National Park Service\)](#)

U.S. National Park Service site with content outlining the Dawes Severalty Act.

#### [Southern Journey](#)

Interactive map and learning resources from New American History detailing Indian Removal to the Great Migration to COVID-19.



### 8b. Inventions/innovations

- Filament for light bulb (Lewis Latimer)
- Gas Mask & Traffic Light (Garrett Morgan)

### Economic/Industrial leaders

- “Madame CJ Walker” - Sarah Breedlove (hair products & cosmetics)

### Emergence of leisure activities

- Vaudeville & minstrel shows

### [From Dreams to Reality - A Tribute to Minority Inventors : US Patent and Trademark Office \(USPTO\)](#)

Video on minority inventors.

### PBS video “Headstrong” series: [Madam C.J. Walker](#)

Brief video on Sarah Breedlove/Madam C.J. Walker including her business success and involvement in the fight for civil rights and contributions to African American schools and funds -- mentions she was the first African American millionaire.

### [Oh the Places You'll Go Pt. I: Williams & Walker and Vaudeville](#)

Information for teachers on two African American Vaudeville performers and their contributions to changing the storylines for African American performers.

### [Aunt Jemima Stereotype-HTS CCOT](#)

**8d/8g.** During the early twentieth century, African Americans began the Great Migration to Northern cities in search of jobs and to escape poverty, discrimination, and state sponsored violence in the South. African Americans also experienced discrimination and violence in the North and Midwest but had greater opportunities than were available to them in the South.

Laws limited freedoms for African Americans.

Intimidation and crimes were directed against African Americans (lynchings).

### Lynching

- Was the illegal killing of people by gangs of violent vigilantes.
- Occurred in all parts of the country and sometimes against accused white people, but increasingly targeted African Americans in the South.
- Was meant to intimidate African Americans from asserting themselves in any way, including politically.
- Were often conducted publicly and with the cooperation of law enforcement.
- Grew most prevalent at the same time as segregation and disfranchisement laws, in the 1890s and early 1900s, when thousands of African Americans were killed.

### [Lynching in America](#)

Excellent resource with short summaries, primary resources, and visuals on the history of lynching in the U.S.

### [History of Lynching in America](#)

NAACP history of Lynchings. Includes brief overview and two primary source excerpts.

### [Nearly 2,000 Black Americans Were Lynched During Reconstruction | Smart News](#)

Historical and legal perspectives on the legacy of lynching in America. Teacher-facing documents.

### [NAACP's Anti-Lynching Campaigns: The Quest for Social Justice in the Interwar Years](#)

National Endowment for the Humanities lesson plan series for teaching the history and legacy of lynching.

### [Civic Education A History of Tolerance for Violence Has Laid the Groundwork for Injustice Today](#)

Historical and legal perspectives on the legacy of lynching in America. Teacher-facing documents.

**8d.** During the early twentieth century, African Americans began the Great Migration to Northern cities in search of jobs and to escape poverty and discrimination in the South.

### [Danville Riot](#)

This is a ready-made online lesson plan in which students explore the Danville Riot in the context of learning to think



African Americans also experienced discrimination and violence in the North and Midwest but had greater opportunities than were available to them in the South. Mob violence, such as in Danville in 1883.

Many African Americans eventually found that the North was not much unlike the South when it came to racial attitudes and its use of subtle ways to enforce the separation of the races.

#### 8e. Great Migration

- The Great Migration began post Reconstruction and continued through the 1920s.
- Created opportunities for African Americans in housing, education, and politics.
- By the turn of the 20th century, the vast majority of black Americans lived in the Southern states.
- The widespread migration of African Americans moving from rural communities in the South to large cities in the North and West.

“Push” factors:

- poor economic conditions in the South— intensified by the limitations of sharecropping, farm failures, and crop damage.
- ongoing racial oppression in the form of Jim Crow laws.

“Pull” factors:

- encouraging reports of good wages and living conditions that appeared in African American newspapers.
- advertisements for housing and employment and firsthand stories of new found success in the North and western areas such as the Chicago Defender.
- Other areas such as Detroit, Michigan; Cleveland, Ohio; and New York City saw large numbers of migrants coming for new opportunities.

#### 8e. Growth of cities

As the nation’s industrial growth continued, cities such as Chicago, Detroit, Cleveland, Pittsburgh, and New York grew rapidly as manufacturing and transportation centers. Factories in the large cities provided jobs, but workers’ families often lived in harsh conditions, crowded into tenements and slums. Cities such as Atlanta, Birmingham, Dallas, and Houston also grew rapidly in the South, though without many immigrants.

like an historian, and in the context of social justice.

#### [Danville Massacre](#)

Primary resource document: reprint of article in the New York Times about the Danville Massacre.

#### [The African American “Great Migration” and New European Immigration](#)

Article on the African American “Great Migration” and New European Immigration.

#### [Help Wanted Advertisements in the Chicago Defender · SHEC: Resources for Teachers](#)

Article on The African American “Great Migration” and New European immigration with charts, graphs, and photographs.

#### [Map of Railroad Routes used in Great Migration](#)

Map showing routes followed by African Americans during the Great Migration.

#### [Migration and Immigration in the late 1800's](#)

Archival resource article linking to primary sources.

#### [Chicago's Urban League](#)

Ads providing assistance to African Americans who moved north to Chicago.

#### [Chandler Owen](#)

Short biography, option 1



Industrialization: Formation of labor unions

Brotherhood of the Sleeping Car Porters & Maids led by A. Philip Randolph & Chandler Owen

[Chandler Owen](#)

Short biography option 2

8f. Changes in voting laws in the South disenfranchised African American male voters

- Every southern state revised their constitutions and voting laws in this period.
- Each change was put forward as a reform and aligned with those of the rest of the country, especially secret ballots, literacy tests, and poll taxes.
- The Wilmington Insurrection of 1898 in North Carolina saw white political leaders illegally and violently remove black officeholders.
- The changes, however, greatly reduced the ability of African Americans in the South to vote, along with poorer white people.
- Strengthened segregation laws were also touted as progressive changes to bring stability to the southern social order.

[Summary of the Wilmington Insurrection with supporting documents from ArcGIS](#)

Story map of the Wilmington insurrection with supporting visuals and other primary resources.

[Chicago's Double Shift Schools](#)

Document showing school segregation in Chicago, 1960.



#### Essential Questions:

- How do power and privilege impact social reform?
- How do societies change and who benefits from these changes?
- How does economic activity and issues impact other parts or aspects of society?
- How does learning about **industrialization and immigration** impact your understanding of yourself, your lived experiences, a concept, a UN Sustainable Development Goal, or a contemporary world issue/event?



#### Considerations for Learner-Centered Environment ([Cultural Responsiveness](#) & [SEL](#))



*Together both Cultural Responsiveness and Social-Emotional Learning support student thinking, learning, and well-being in a supportive classroom environment.*

- **Affirming Student Identities:** Students thrive when teachers know them well, and affirm their individual and diverse identities.
- **Class discussions:** Students use communication skills to puzzle over ideas, respectfully compare thinking, and deepen understanding of content.
- **Cooperative learning:** Small groups of students use knowledge of their own strengths and the ability to take the perspectives of others to complete learning tasks collectively
- **Constructing Knowledge:** Students make meaning of enduring concepts and systems.

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- **Reflection:** Students are afforded reflection time to develop self- and social awareness

### Ways to build community in your class

## Instruction and Assessment



**Intended Learning Outcomes:** *What will students know and be able to do?*

- By studying the history of immigration and industrialization in the US, students will analyze reforms to understand who benefited and who was harmed or left out, including the 19th Amendment and the eugenics movement.
- By studying the history of immigration and industrialization in the US, students will explain and evaluate the resistance to Jim Crow and the goals of major Black thinkers and activists of the period. Furthermore, students will understand that racism and xenophobia were not regional phenomena and occurred across the US.

- [Rubric: Standard 1](#)



**The Engagement Model:** *The editable tool is an FCPS supported class planning tool rooted in this idea, "Whoever is doing...is doing the learning."*

- [Click Here to Get a Digital Editable Engagement Model Planning Tool](#)
- [Click Here to Get a In Class Editable Engagement Model Planning Tool](#)



**Summative Assessment:** *How might students demonstrate mastery of the learning outcomes in this unit?*

- The summative assessment should ask students to address the essential question for this unit. A main way to do this is to ask students to engage in inquiry based experiences that ask them to demonstrate their understanding through authentic performance tasks.
- Summative assessments should use our [Standard 1 Rubric](#)
- See the bottom of the guide for PBA options for this unit.



**Formative Assessment:** *The primary purposes of formative assessments are to gauge student understanding of content and think about what they have learned. These assessments are not necessarily graded.*



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- [Horizon Assessments](#) - a collection of multiple choice test items.
- [7 Approaches to Formative Assessment \(Edutopia\)](#)

### POG Reflection

[Reflection Cards](#)

[Self-Assessments](#)

[IB Aligned Self-Assessments](#)



**Visible Thinking Strategies:** *Learning is a product of thinking. These resources support students thinking about content and how it relates to themselves, others, and life in and beyond school? Also good for bell ringers and exit tickets).*

- [Visible Thinking Routines \(Main Toolbox\)](#)
- [Visible Thinking Routines \(At Home Strategies\)](#)
- [Facing History and Ourselves Teaching Strategies](#)

Ready to Use Visible Thinking Routines -  
These are set to "View Only." Make a Copy to Use with Students

<a href="#">Frayer Models: Concepts &amp; Content</a>	<a href="#">Walk the Week</a>	<a href="#">3-2-1 Bridge</a>	<a href="#">Surprising, Interesting, Troubling</a>
<a href="#">Headlines!</a>	<a href="#">+1 Routine</a>	<a href="#">What Makes You Say That?</a>	<a href="#">1-2 Minute Essay</a>
<a href="#">Connect, Extend, Challenge</a>	<a href="#">Projecting Across Distance</a>	<a href="#">Projecting Across Time</a>	<a href="#">The Explanation Game</a>
<a href="#">Facts or Fiction</a>	<a href="#">Unveiling Stories</a>	<a href="#">Stories</a>	<a href="#">Main-Side-Hidden</a>
<a href="#">Parts, People, Interactions</a>	<a href="#">Parts, Perspectives, Me</a>	<a href="#">Parts, Purposes, Complexities</a>	<a href="#">Circle of Viewpoints</a>
<a href="#">The 3 Whys</a>	<a href="#">Circles of Action</a>	<a href="#">Here Now There Then</a>	<a href="#">See Think We Me</a>
<a href="#">Beginning, Middle, End</a>	<a href="#">Values, Identities, Actions</a>	<a href="#">Imagine If</a>	<a href="#">What Can Be</a>
<a href="#">I Used to Think... Now I Think</a>	<a href="#">Claim Support Question</a>	<a href="#">Question Starts</a>	<a href="#">Word Phrase Sentence</a>
<a href="#">Relevant or Not</a>	<a href="#">Learning to Infer</a>	<a href="#">Anticipation Guides</a>	<a href="#">Text-Text, Self, World</a>

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<a href="#">Stop - Look - Listen</a>	<a href="#">Think - Puzzle - Explore</a>	<a href="#">True for Who?</a>	<a href="#">Unveiling Stories</a>
<a href="#">Step In - Step Out - Step Back</a>	<a href="#">K-W-L Chart</a>	<a href="#">Same and Different</a>	<a href="#">Feelings and Options</a>
<a href="#">See-Think-Wonder</a>	<a href="#">The 4 C's</a>	<a href="#">Step Inside</a>	<a href="#">Name - Describe - Act</a>
<a href="#">Surprising - Interesting - Troubling</a>			



**Discussion Formats and Structured Conversations:** *Students engaging in [Academic Conversations](#) is an essential part of deeper learning. Use a format below (or another one you know). Select a question, content, or concept to prompt student discussion, and combine them with the visible thinking strategies and scaffolds below.*

- |  |   |  |
|--|---|--|
| 1. <a href="#">Big Paper: Building a Silent Conversation</a> | 10. <a href="#">Harkness Table</a>            | 19. <a href="#">Spontaneous Argumentation</a>        |
| 2. <a href="#">Barometer</a>                                 | 11. <a href="#">Human Timeline</a>            | 20. <a href="#">Think Pair Share</a>                 |
| 3. <a href="#">Chalk Talk/Graffiti Boards</a>                | 12. <a href="#">Jigsaw Activity</a>           | 21. <a href="#">Town Hall Circle</a>                 |
| 4. <a href="#">Concentric Circles</a>                        | 13. <a href="#">People's Assembly</a>         | 22. <a href="#">Two Minute Interview</a>             |
| 5. <a href="#">Conver-Stations</a>                           | 14. <a href="#">Philosophical Chairs</a>      | 23. <a href="#">Wrap Around</a>                      |
| 6. <a href="#">Fishbowl</a>                                  | 15. <a href="#">Pinwheel</a>                  | 24. <a href="#">Conversation Sentence Stems</a>      |
| 7. <a href="#">Four Corners</a>                              | 16. <a href="#">Save the Last Word for Me</a> | 25. <a href="#">De Bono's Hats</a>                   |
| 8. <a href="#">Gallery Walk</a>                              | 17. <a href="#">Snowball Discussion</a>       | 26. <a href="#">Learn to Listen, Listen to Learn</a> |
| 9. <a href="#">Give One, Get One</a>                         | 18. <a href="#">Socratic Seminar</a>          |  |



### Leading Hard Conversations/Facilitation

When sharing secondary sources that tell a particular story of our past and present, consider how you might support students in enacting a critical lens to identify biases and missing or misrepresented perspectives.

When sharing primary sources connected to experiences of violence or oppression, consider how you might honor students' developmental needs, as well as how you might frame sources in ways that affirm the dignity and humanity of people connected to those experiences.

### General Guidance:

The [Guidance for Teachers](#) infographic is a summary of [Regulation 3280](#) (PDF). This may be helpful for staff as an overview of its expectations, protocols, and rationale.

### Resources:

- [Complete Toolkit on Teaching Hard Conversations](#)

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- [FCPS Created Resource for Facilitating Hard Conversations](#)
- [Roleplaying](#)

## 🌐 Scaffolds and Supports 🌐



Scaffolds and Supports for [Special Education](#), [English Learners](#), [Advanced Learners](#)

There are 13 Academic Language and Disciplinary Concept sheets linked below shaded in green. See more information [from the ESOL department about academic language here](#).

- Students access and use the academic language needed to engage in a task;
- Students are able to communicate their thinking at high levels;
- Instruct with attention to the discourse, sentence patterns, and words that students need.

The additional supports (not shaded) are from a variety of sources.

<a href="#">Analyze</a>	<a href="#">Cause and Effect</a>	<a href="#">Classify</a>	<a href="#">Compare and Contrast</a>
<a href="#">Evaluate</a>	<a href="#">Infer</a>	<a href="#">Inform</a>	<a href="#">Inquire</a>
<a href="#">Justify</a>	<a href="#">Persuade</a>	<a href="#">Problem Solve</a>	<a href="#">Sequence</a>
<a href="#">Synthesize</a>	<a href="#">AAP Critical and Creative Strategies</a>	<a href="#">Graphic Organizers in Google</a>	<a href="#">Sentence Starters</a>
<a href="#">Primary and Secondary Source Graphic Organizers from the National Archives</a>		<a href="#">Secondary Education Literacy Strategies</a>	



**Writing Supports:** *These resources are designed to be used with any student to support their writing of constructed responses.*

- [Essay Writing Structures](#)
- [Sentence Frames/Starters](#)
- [Transitional Words/Phrases](#)



**(NEW) Special Education Resources** *The Special Education Office's mission is to strategically support the implementation of evidence-based practices to increase the academic achievement and the social and emotional competence of students based on individual needs.*

- [FCPS Special Education Google Site](#)
- [High Leverage Practices](#)

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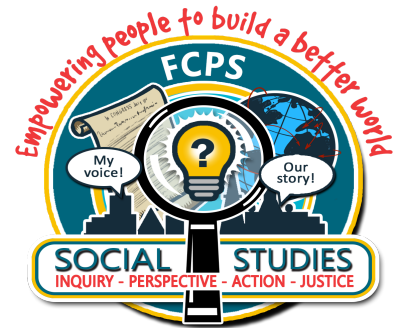


- [Assistive Technology Services](#)
- [Tools to Supporting Deaf and Hard of Hearing Students](#)
- [Tools to Supporting Blind and Visually Impaired Students](#)

## Unit Specific Content Resources

**Note: Some resources contain explicit, hateful, or offensive language and content.  
Teachers should preview resources before use to prepare students.  
Resources can also be used to build teachers' subject matter knowledge.**

- FCPS Created [Digital Background Information Collections](#) (Includes Lower Lexile and Translated Text)
  - [Immigration and the US](#)
  - [Progressive Era](#)
  - [Women's Rights](#)
- Historical Thinking Skills Activities [-CLICK HERE FOR THE COMPLETE COLLECTION](#)
  - Cause and Effect [The 19th Amendment](#)
  - Continuity and Change Over Time [Immigrant Labor](#), [Garrett Morgan](#), [Aunt Jemima Stereotype-HTS CCOT](#)
  - Perspectives [Chinese Immigration](#)
  - Periodization [Ellis Island](#)
  - Story-Telling and Narrative Creation [Rockefeller Monopoly](#), [Madam C.J. Walker](#)
  - Connections [Statue of Liberty](#)
- Stanford History Education Group [Log-in Required](#)
  - [Standard Oil Company](#)
  - [Immigration](#)
  - [Jacob Riis](#)
  - [Child Labor](#)
  - [Homestead Strike](#)
  - [Albert Parsons SAC](#)
  - [Chinese Immigration and Exclusion](#)
  - [Japanese Segregation in San Francisco](#)
  - [Booker T. Washington and W. E. B. Du Bois](#)
  - [Great Migration](#)
  - [1898 North Carolina Election](#)
  - [Settlement House Movement SAC](#)
  - [The Conservation Movement](#)
  - [Prohibition](#)
  - [Background on Woman Suffrage](#)
  - [Anti-Suffragists](#)
  - [Carlisle Indian Industrial School](#)



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- [Battle of Little Bighorn](#)
- [Tribal Land Policies SAC](#)
- [Native American Rights SAC](#)
- [Edward Curtis](#)
- [The Role of Women](#)
- [Pullman Strike](#)
- [Homestead Strike SAC](#)
- [Populism and the Election of 1896](#)
- [Political Bosses](#)
- [Photographs of Working Children](#)
- [The Rockefeller Foundation](#)
- [Anarchism and the Haymarket Affair](#)
- [Children Working in Mines](#)
- [Lewis Hine](#)
- [Labor History](#)
- [1877 Railroad Strike](#)
- [Haymarket Aftermath](#)
- [Riis's Urban Photography](#)
- [The KKK in the 1870s](#)
- [Marcus Garvey](#)
- [Porvenir Massacre](#)
- [Chicago Race Riots of 1919](#)
- [Tulsa Massacre SAC](#)
- [KKK Parade SAC](#)
- [Mexicans in the United States in the 1920s](#)
- [Palmer Raids](#)
- [Sacco & Vanzetti](#)
- [Unions in Paterson, New Jersey](#)
- [Transcontinental Railroad Connections SAC](#)
- [Transcontinental Railroad Significance SAC](#)
- [Women's Rights SAC](#)
- [Federal Labor Relations SAC](#)
- [The Conservation Movement SAC](#)
- [Mexican Immigration in the 1920s](#)
- [US Policies on Mexican Immigration SAC](#)
- [Great Plains Homesteaders](#)
- [1898 North Carolina Election](#)
- [The Liberator and the Black Press](#)



- **SOL Content Summaries and Activities**
  - [Industrialization](#)
  - [Immigration](#)
  - [The Progressive Era](#)
- **(NEW) Artifact Choice Board**
  - [Inequality in the Gilded Age](#)
  - [American Indian Wars](#)
- **(NEW) Unit Specific Vocabulary Terms**
  - [Industrialization and Immigration Terms](#)

**(NEW)** Resources from the ESOL Library - Check out the [ESOL Library's Google Site](#) for more information

**EBSCO Access:** Login: fairfax Password: Fcps2022!

- [History of American Immigration](#)
- [Ellis Island](#)
- [Jim Crow Era](#)
- [Booker T. Washington](#)
- [Workers' Rights](#)
- [The Revolution in Industry](#)

#### Additional Disciplinary / Content Area Resources

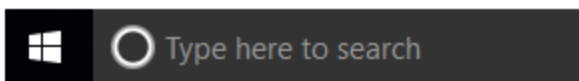
*(Basal resources, Library Resources, Media Collections)*

- **Digital Textbook:** Virginia and United States History
  - **Topic 9:** Industry and Immigration (1865-1914)
  - **Topic 11:** America Comes of Age (1890-1920)
- [FCPS Library Databases](#)
- [Smithsonian Primary Source Database](#) (username and password is "fairfax")
- [Virtual Guest Speakers](#)
- [Virtual Field Trips](#)
- **eMaps - 100's of pre-created digital maps**
  - Type "emaps" in your search bar to access

#### [Additional Digital Tools](#) (Not specific to content)

*Ideas for Student Collaboration, Communication, and Critical and Creative Thinking through Blended Learning*

- **Flipgrid**- student can share their responses and leave feedback for their peers
- **Voicethread**- students can record their responses
- **Google Slides**-can be used for collaboration or for digital poster creation using the "publish to the web" feature or as a graphic organizer





- [Google Slides and Reflection \(Brief the President\)](#)
- [Google Slide and Reflection \(Leadership\)](#)
- [News Report](#)
- [Open Choice - Themes and Change over Time \(Year Long\)](#)
- Documentary: [PBS Chinese Exclusion Act](#) (1:51)
- Interview: [Historian David Huyssen about the Progressive Era and the connection to the present](#)
- Resource book: [Race and Membership in American History](#)
- Book excerpt: [Finish the Fight!](#)
- Article: [‘This Is Not a Boring History of Nagging Spinsters’](#)

- **Thinglink:** Students create their own hyperlinked themed map or image.




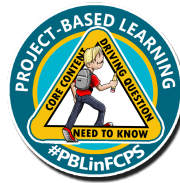
### Complete Unit Specific Performance Assessments



#### [Standard 1 Rubric](#)

- [FCPS Created Performance Based Assessments](#)
- C3 Inquiries for this Unit [General](#) and [VA Hub](#)
  - [Is Anything New about Today’s Immigration Policy Debate?](#)
  - [Was the Vote Enough?](#)
  - [Is greed good?](#)
  - [Is America the “Promised Land” for the world’s immigrants?](#)
  - [Women’s Suffrage: Was the vote enough?](#)

### PBA Templates - Use and Modify these 3 Formats to Design your Own PBA

Support a Claim or Position	Digital Portfolio	Taking Informed Action
<p><a href="#">Suggested Planning Template to Modify/Use</a></p> <p><b>Goal:</b> Students construct an argument (e.g., detailed outline, visual, essay) using specific claims and relevant evidence from sources while acknowledging competing views.</p>	<p><a href="#">Suggested Planning Template to Modify/Use</a></p> <p><b>Goal:</b> Students create artifacts/products that demonstrate their learning related to the essential question.</p> 	<p><a href="#">Suggested PBL Template to Modify/Use</a></p> <p><b>Goal:</b> Students act in ways that allow them to demonstrate agency in a real-world context.</p> 

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