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## Culminating Project Options

Here is a list of project ideas<sup>1</sup> – feel free to adapt them, extend them, or develop your own!

### REACTS: Taxonomy of Research Reactions

There are multiple levels of rigor that teachers can ask students to engage in when conducting research, depending on the purpose, timeline, and background skills of the students in their classroom. This document provides six levels of increasing rigor that teachers may choose from.

- **Level 1:** Recalling
- **Level 2:** Explaining
- **Level 3:** Analyzing
- **Level 4:** Challenging
- **Level 5:** Transforming
- **Level 6:** Synthesizing

Teachers may wish to consider using this document to differentiate for students by encouraging students to choose from a sample assignment that provides appropriate access to a least restrictive environment. In other words, some students may focus on their project, accessing the same content but with a need for less rigor in the expectations of the product, while other students may benefit from and be able to engage with a higher level of rigor as they access content and learning about the Tribe. Each level is able to be copied on a separate sheet of paper so that teachers can limit choices for students if necessary.

<sup>1</sup> Source: Stripling, B.K. & Pitts, J.M. (1988). *Brainstorms and blueprints: Teaching library research as a thinking process*. Englewood, CO: Libraries Unlimited. Adapted in: New York City Department of Education. (2009). *Project-based learning: Inspiring middle school students to engage in deep and active learning*. New York, NY: NYC Department of Education: Division of Teaching and Learning Office of Curriculum, Standards, and Academic Engagement. Retrieved March 15, 2018, from [http://schools.nyc.gov/documents/teachandlearn/project\\_basedFinal.pdf](http://schools.nyc.gov/documents/teachandlearn/project_basedFinal.pdf)

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## Culminating Project Options *(Continued)*

### Level 1: Recalling

- Recalling and reporting the main facts discovered
- Making no attempt to analyze the information or reorganize it for comparison purposes

**Verbs:** arrange; cluster; define; find; identify; label; list; locate; match; name; recall; recount; repeat; reproduce; select; sort; state

### SAMPLE ASSIGNMENTS:

- Select 5-10 accomplishments of the tribe or a tribal member you would like to research. Produce a "Hall of Fame" poster with pictures and list of accomplishments.
- List five "Do's and Don'ts" about a social issue that you have researched related to the tribe.
- Find facts about the tribe based on each category determined the teacher. Contribute your facts to the "Fact File" on your class's web page.
- Select pictures from the internet, discarded magazines, or other appropriate sources to produce a collage or picture essay that portrays your research about the tribe.
- Based on your research, state five questions a television reporter might ask if he/she were preparing a feature news story on your subject. Answer the questions.
- Arrange words important to your research in a crossword puzzle.
- Define key words about your research subject. Create a presentation or web page with live links to something that represents your definitions.

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## Culminating Project Options *(Continued)*

### Level 2: Explaining

- Recalling and restating, summarizing, or paraphrasing information
- Finding examples, explaining events or actions
- Understanding the information well enough to be able to put it in a new context

**Verbs:** apply; cite; complete; convert; demonstrate; describe; document; dramatize; emulate; estimate; expand; explain; expound; express; generalize; give examples; illustrate; imagine; paraphrase; portray; prepare; present; produce; propose; restate; review; search; show; solve; speculate; summarize; support; survey; translate; use

### SAMPLE ASSIGNMENTS:

- Dramatize a particularly exciting event associated with your research about the tribe in an on-the-spot report.
- Express through dance or music your research related to an event in the tribe's story.
- Illustrate important features about your research by using clip art or a computer drawing program.
- Write and present a news report about a particular event or tribal member.
- Show the events of your research on a map and explain the importance of each event.
- Complete each of the following statements based on your research: My research made me wish that. . . ; realize that. . . ; decide that. . . ; wonder about. . . ; see that. . . ; believe that. . . ; feel that. . . ; hope that. . .
- Express the interests and accomplishments of the tribe or a tribal member through a fictional electronic diary or blog. Portray the tribe or person's characteristics by linking to websites that would have been important to them.
- Keep an log book to express your impressions as if you were a tribal member as a specific point in the tribe's history (pre-contact, contact, modern era).
- Research the music or art of the tribe. Summarize your findings in an oral presentation containing recorded musical examples and visual aids.

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## Culminating Project Options *(Continued)*

### Level 3: Analyzing

- Breaking a subject into its component parts (causes, effects, problems, solutions)
- Comparing one part with another

**Verbs:** analyze; apply; arrange; associate; break down; categorize; change; characterize; classify; compare; compile; construct; contrast; correlate; diagram; differentiate; discover; discriminate; dissect; distinguish; divide; examine; experiment; extend; group; infer; interpret; manipulate; map; modify; organize; outline; plan; question; reconstruct; relate; represent; revise; rewrite; scrutinize; select; separate; sequence; sift; simplify; solve; transplant; uncover; utilize; verify

#### **SAMPLE ASSIGNMENTS:**

- Create a timeline for the events which led up to a specific event in the tribe's history. Correlate social, political, religious, educational, technological events.
- Transplant an event or a well-known person in the tribe's history from one time period or place to another time or place (e.g., Quin-ti-oo-san, principal chief in 1853, to Myanmar the location of the current Rohingya refugee crisis). Explain the changes that would occur in that person's life or how he/she might contribute to the challenges facing that time and place.
- Construct a carefully organized webpage to examine a social issue that is important to the tribe (e.g., cultural preservation, elder care).
- Compare the lifestyle, worldview, and culture of the tribe (either past or present) to another people group.
- Write a letter to the editor scrutinizing a local issue of importance to the tribe. Support your opinions with specific details from your research.
- Rewrite an historical event in tribal history from two different points of view.
- Organize and create a travel brochure (on paper, in a computer document, or on a webpage) to attract visitors to a place and time in the tribe's story (past or present). Include all information that someone would need to know plus fascinating details that would draw visitors.
- Analyze socially and politically motivated works of art or texts related to the contact era of the tribe.

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## Culminating Project Options *(Continued)*

### Level 4: Challenging

- Making critical judgments about subject based on internal or external standards (Standards may be student's own, or teacher or class may decide criteria. "I didn't like it" or "I don't believe it" are not enough.)

**Verbs:** appraise; argue; assess; compare; criticize; debate; defend; determine; discriminate; evaluate; grade; investigate; judge; justify; modify; prioritize; rank; rate, refute; review; support; value; weigh

### SAMPLE ASSIGNMENTS:

- Produce a critical review (of a book, movie, dance performance, play, etc.) which can be printed in a local paper or aired on local television or radio stations and that is related to an issue that is important to the tribe.
- Write a scene for and act as an attorney and argue a legal matter related to an event in tribal history (e.g., either a criminal court about a crime that was committed or a civil court about the tribe's rights).
- Identify an artifact from the tribe and defend your judgment that it should be placed in a time capsule to be dug up in 100 years.
- Debate the issues of a controversial topic in the tribe's story (can be past or present) with a classmate who researched the same topic.
- Compile an annotated bibliography of valuable sites and sources of information that are of interest to the tribe. Evaluate the information available in print and electronic format on your topic, based on clear evaluation criteria.
- Investigate a societal issue of importance to the tribe (e.g., land management, elder care, tribal heritage). Prepare a report card on the issue that evaluates the strengths and weaknesses of current progress or attempted solutions (look at the cost, feasibility, probable success, ease of implementation). Justify what you say are strengths and weaknesses. Propose ways to improve solutions.
- Research dances and music of the tribe and compare them to examples from other people groups.

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## Culminating Project Options *(Continued)*

### Level 5: Transforming

- Bringing together more than one piece of information, forming own conclusion, and presenting that conclusion in a creative new format

**Verbs:** blend; build; combine; compile; compose; conclude; construct; convince; create; decide; design; develop; dramatize; elaborate; express; forecast; formulate; generate; imagine; modify; persuade; plan; predict; pretend; produce; propose; revise; speculate; structure

#### **SAMPLE ASSIGNMENTS:**

- Design and produce a television documentary on the tribe that presents your research results to the class.
- Create a board game that incorporates the major conclusions you reached about your researched subject.
- Write a poem or short story that expresses your new knowledge or insight.
- Dramatize a famous historical event in the tribe's history. The dramatization should make clear your interpretation of the event.
- Compose a speech that could have been used in the US Congress to convince the government to pursue a peaceful collaboration with the tribe instead of colonization. Compose a speech that a current public person might deliver about an issue (past or present) of importance to the tribe.
- Become a person in the pre-contact or contact era of the tribe's history; elaborate from that perspective about a specific event, problem, way of thinking, or political situation in a letter to someone.
- Research a specific event, person, or aspect of the culture of the tribe (past or present). Write and produce a segment for a morning news show on your topic.
- Design a report with links or a webpage about the tribe that allows others to follow several different paths to online information of interest to the tribe.

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## Culminating Project Options *(Continued)*

### Level 6: Synthesizing

- Creating an entirely original product based on a new concept or theory

**Verbs:** build a model program; create; design; develop; devise; generate; hypothesize; invent; propose; theorize

#### **SAMPLE ASSIGNMENTS:**

- Develop a model program for the United Nations to use lessons from the tribe's history to solve social challenges facing other people groups around the world (e.g., Palestinians, Rohingya, etc.).
- Develop proposed legislation to address national, state, or local issues related to something that is important to the tribe.
- Devise an ethical code for present-day nations to use that guides how people respond to conflicts between people groups.
- Develop a community project that addresses an issue of local concern to the tribe.
- Design and carry out a science project that builds on tribal knowledge that you have discovered through your research.
- Build an architectural model of a community that offers/addresses a solution to modern-day challenges using knowledge from the tribe's culture and heritage.
- Invent a new way of moving that addresses a social conflict you have researched and devise a group dance in this style. Generate an inventory of the movements and the rules governing dancers' interactions. Hypothesize how people would be affected if this kind of dance became popular.