


# Table of Contents

Curriculum Standards .....	v
Introduction: Nothing Fits in a Box Anymore .....	1
How To Use This Book .....	2
<b>I. Project-Based Writing and the Multi-Genre Approach .....</b>	<b>4</b>
What Is Project-Based Writing? – 10 Reasons to Teach Project-Based Writing – The Multi-Genre Approach – Differentiation in Education	
<b>II. Creating a Project-Based Writing Unit .....</b>	<b>8</b>
Choosing a Topic or Theme – The Student-Created Resource Library – What Are the Parts of a Unit? – A List of Multi-Genre Elements – Using a Unit Checklist – What Will a Completed Project Look Like?	
<b>III. Resources</b>	
 <b>A. Activities</b>	
Playing Thoughts-and-Crosses .....	16
Getting a Reader’s Attention .....	17
Building Better Sentences .....	18
Adding Extra Action .....	19
Waking Up Your Words .....	20
Paraphrasing vs Summarising .....	21
Squeezing a Summary .....	22
Creating Reading Hybrids .....	23
Mixing in a Moral .....	24
Perfecting the Paragraph .....	25
Finding a Poem .....	27
Shaping a Poem .....	28
Designing a Call to Action .....	29
Conducting a Movement Survey .....	30
Writing a Recipe for “Success” .....	33
Cooking Up a Convincing Story .....	34
Using an Illuminated Letter .....	35
Using an Illuminated Border .....	36
Creating a Comic Strip .....	37
Making a Flip Book .....	39
Reading and Writing a Script .....	40
Using Technology to Present .....	41
Wrapping It All Up .....	42

# Table of Contents *(cont.)*

## III. Resources *(cont.)*



### ***B. Research***

Bibliographies .....	43
Taking Notes .....	45



### ***C. Organisation***

Outlines .....	47
The Writing-Genre Chart .....	51
Unit Checklist .....	52



### ***D. Assessment***

Using Rubrics .....	53
Writing Reflection .....	54

## IV. Pre-Made Project-Based Writing Units



### ***Unit 1: Teach the Teacher*** ..... 56

A Topic to Teach – Create a Lesson Plan – Quiz the Class – Give an Oral Presentation – Write a Persuasive Letter – Unit Checklist



### ***Unit 2: Persuasive-Writing Project*** ..... 67

Consider Cause and Effect – Targeting a Topic – All in One Sentence – Two Kinds of Graphs – Giving Great Interviews – Unit Checklist



### ***Unit 3: Create-a-City Project*** ..... 76

City Search – Put Your City on the Map – The Facts About Your City – Read All About It! – A Great Place to Visit! – Unit Checklist



### ***Unit 4: Create-a-School Project*** ..... 85

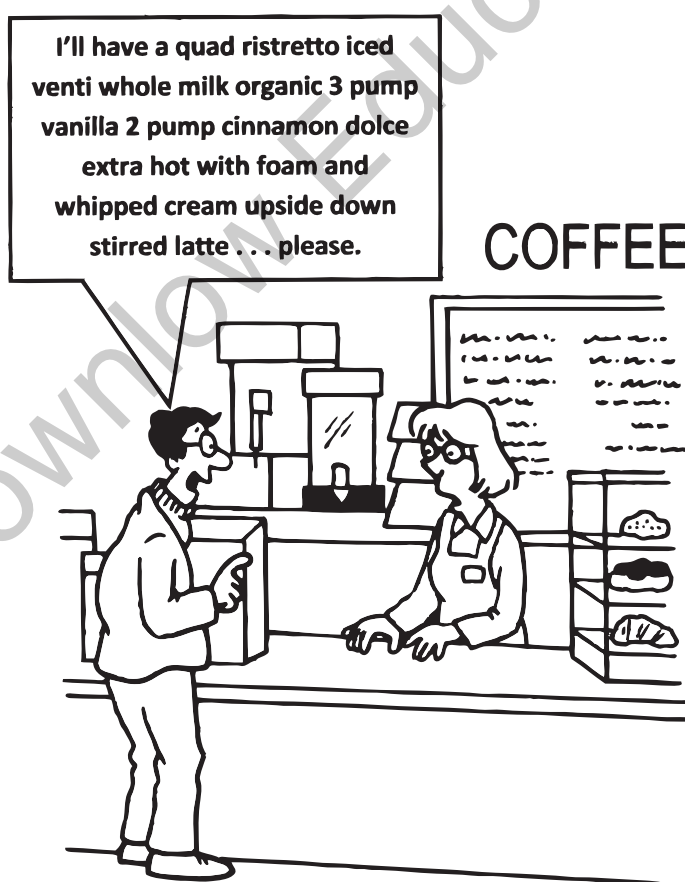
Clue In to School – What Makes a Great School? – Your School Rules – A Landscape of Learning – Making Class Goals – Words To Learn By – Home of the Best Crest! – www.Your\_School – Unit Checklist

# Introduction: Nothing Fits in a Box Anymore

This book and the concepts contained within it are a direct response to the growing trend towards differentiation and individualisation. The multi-genre, hybrid approach of *Project-Based Writing* recognises the differences between students, how they learn and how they seek to show their learning. It caters to their individual strengths, while also guiding them towards the exploration of other means of expression that they might instinctively tend to avoid.

Ultimately, project-based writing is about choice. Just as we live in a culture in which every person in the coffee line can have their own personalised beverage made to order, so too should students be given the tools and the opportunity to show off their knowledge in many different ways.

A vital aspect of project-based writing is the blending of school life with real life. Often, there is a disconnect between the two. Many students, especially tweens and teens, see school life as totally separate from life outside of school. Therefore, it becomes our job as teachers to make sure that the classroom more directly correlates to the outside world. Choice is a huge part of doing that. So whenever possible in your curriculum, you should feel encouraged to offer students choices, while of course still emphasising academic rigour and content knowledge.



The multi-genre activities and units covered in *Project-Based Writing: Year 3* offer the best of both worlds: students gain a functional knowledge of a whole slew of genres, formats and ways of expressing themselves; and at the same time, they learn to successfully weave these separate elements together into a cohesive whole that digs deeper into the topics, themes and issues that are most important to their lives outside of school. It is this step of integration that moves students beyond the simple regurgitation of ideas and into a higher level of thinking: that of creation.

# How To Use This Book

This book is divided into four parts, each designed to help you, the teacher, guide your students in the creation of project-based writing units.

## I. Project-Based Writing and the Multi-Genre Approach (pages 4–7)

Here is where you can find an overview of the ideas behind project-based writing and why the multi-genre approach is so vital to engaging your students and enriching their writing.

## II. Creating a Project-Based Writing Unit (pages 8–13)

This section shows you how to begin the process of introducing your students to multi-genre projects. This is where you and your students can start to hone in on the topics and themes that most interest them. It's also where you will learn about the elements that make up each project-based writing unit and where you'll get a glimpse at what a finished product could look like.

## III. Resources (pages 15–54)

The resources contained within this section are divided into four main categories:



**Activities**



**Research**



**Organisation**



**Assessment**

Collectively – or in any combination you choose – these resources are intended to provide your students with the tools needed to produce projects that are effective, engaging and unique. Each page is written to the students, and each is designed to serve as a resource your students can refer back to as they work through the creative process. Each new resource in this section begins with a brief statement explaining how it can be helpful in the creation of a project-based writing unit.

### A. Activities

Here you'll find the nuts and bolts of any project-based writing unit. These activities are varied and flexible; they span several genres and skills, and they can be introduced in any order. The aim here is to equip your students with an abundance of options and ideas.

### B. Research

This section gives your students practical methods for conducting and recording the research they will need to do in order to dig deeper into their topics.

# How To Use This Book *(cont.)*

## III. Resources *(cont.)*

### C. Organisation

Students need to plan and structure their work so that they stay focused and on task. The checklists and multiple outlines provided here will help do just that.

### D. Assessment

Need a rubric? There are options for different rubrics in this section, as well as a guide to help your students design their own rubrics. Also included is a form that students can use to record your feedback in their own words.

## IV. Pre-Made Project-Based Writing Units (pages 55–94)

Finally, this book includes four pre-made project-based writing units that you can use as is, from beginning to end.

For Year 3, the four pre-made units are as follows:



**Teach the Teacher**



**Persuasive-Writing Project**



**Create a City**



**Create a School**

Each unit begins with an overview page that provides step-by-step instructions on how to proceed through the unit. You can also dip into the “Activities” section to add or swap out any lesson you wish. It is this ability to interchange lessons and create different combinations of units that makes this concept of project-based writing with a multi-genre emphasis so unique.

**Unit 1: Teach the Teacher**

**Teacher Instructions**

“Teach the Teacher” is a multi-genre unit that asks each student to write a topic for a course that they will teach in the class. This unit is all about the power of education. It uses the analogy of the lesson in the student’s hands. In each theme through the process of thinking of a unique lesson to teach and then designing it. Ultimately, this unit will prepare each student to present an entire lesson and assessment to the whole class. In the process, their knowledge of their topics will reach new heights. After all, knowing content is important, but being able to communicate it involves a much deeper understanding of the content.

Begin the lessons by having students consider topics that they might want to teach. Instruct them to choose topics with which they are familiar but about which they can learn more through research. Then have them list the pros and cons of each topic they are considering and they can narrow their choices down to that one special topic that they are excited to share with the class.

**This unit includes the following components:**

- **“A Topic to Teach”** (page 57) – Have students do research and submit persuasive pitches that explain why their topic is worthy of being taught.
- **“Create a Lesson Plan”** (pages 58–59) – Begin this activity by choosing an example of a lesson plan. Then have your students create outlines for their own lesson plans.
- **“Quit the Class”** (pages 60–61) – Examine the different types of exit questions being asked by students every minute based on their teaching insights. (Note: Before distributing these pages, have an appropriate questioning session. Stop up for an answer, if needed, so that your students can use the information to create questions asked.)
- **“Give an Oral Presentation”** (pages 62–64) – Give students tips on the why and how of planning a successful oral presentation, which they will then use to present their topics to the class.
- **“Write a Persuasive Letter”** (page 65) – Direct students to write a business letter to a school administrator. This letter will explain why their topic should be considered as a permanent class topic for the following school year.
- **“Unit Checklist”** (page 66) – This valuable resource keeps students focused, on task and in front of deadlines.

**Unit 2: Persuasive-Writing Project**

**Teacher Instructions**

The aim of this unit is to provide each student to write persuasively, and to encourage students to connect school life to real life. Writing persuasively is the heart of any student’s success. It is also the heart of any project-based writing unit that gives students the freedom to choose a topic to study and the format in which they want to persuasively present their results.

Note, it can be difficult for students to choose a topic to feel strongly about. Help guide them to think about their communities close to them (their neighborhood) and those further away (another town, state or country). Some students are ready to think about global issues, while others may just focus on those within their own school zone. Let them choose topics that they feel passionately about, and they will become flagging advocates for bigger issues in the future.

**This unit includes the following components:**

- **“Consider Cause and Effect”** (page 68) – Get students thinking about causes and their effects. This will help them to look at their topics from new angles and determine the impacts these topics can have on the world.
- **“Engaging a Topic”** (page 69) – Have students narrow down their choices for a topic that interests them. In step 4, students will consider the impact of their topics both on the world. (Note: This unit needs to distribute copies of the worksheets so students can fill them out for multiple topics.)
- **“All in One Sentence”** (page 70) – Show how a main statement, fact, and how students create main statements for arguments about their topics.
- **“Two Kinds of Graphs”** (page 71) – Discuss the functions of graphs and compare two important types (pie charts and bar graphs).
- **“Create Great Interviews”** (pages 72–74) – In this activity, you will first give students tips and ideas for conducting great interviews. Next, you will give them practice interacting with the process they are interviewing.
- **“Unit Checklist”** (page 75) – This valuable resource keeps students focused, on task and in front of deadlines.

**Unit 3: Create-a-City Project**

**Teacher Instructions**

Most research reports ask students to study a topic – for instance, their home city – and report on what they’ve learned. But the highest form of the art of the research project, right? Not in being able to create something from the information we understand. Researching a city is one thing, but imagining a whole new city is another, far more creative endeavor. In Year 3, students can study the many elements that go into a city or town. The following project-based writing unit will take this one step further and ask students to create an entirely new city located somewhere in their home state or territory.

From a student’s perspective, it makes the process of studying more engaging, too.

**This unit includes the following components:**

- **“City Sketch”** (page 77) – Begin the unit by having your students complete and share their sketches. By doing so, they will reinforce their knowledge of some of the parts that come up in a city.
- **“Your View on the Map”** (pages 78–79) – After practicing their mapping techniques on a smaller scale, students will create maps of their cities.
- **“The Town Above Your City”** (page 80) – While this activity, students will think more deeply about their newly created city and what makes it unique.
- **“Read All About It”** (pages 81–82) – After learning about the parts of a newspaper article, students will create their own page of their city’s newspaper.
- **“A Great Place to Visit”** (page 83) – Next, students will create a tourist brochure, with student will have the opportunity to convince students why their city is the place to visit. A travel brochure serves as a great project-based writing activity because it combines genres by incorporating travel, narrative and persuasive. It is one really, really fun activity.
- **“Unit Checklist”** (page 84) – This valuable resource keeps students focused, on task and in front of deadlines.

**Unit 4: Create-a-School Project**

**Teacher Instructions**

We know that creating a higher-level skill that needs reporting. In that spirit, have the students think about the place where they learn and then take a step further by designing their own school. What subject would be offered? What food would be served in the canteen? What would the campus look like? In the “Create a School” project-based writing unit, students are asked to role-play as the architect, the principal, the regional director, a teacher, or. Students get to make the decisions themselves, then writing their own learning. It’s not just about their school.

**This unit includes the following components:**

- **“Class in a School”** (page 86) – Begin the unit by having your students complete their classroom grids. By doing so, they will reinforce their knowledge of some of the parts and people that make up a school.
- **“What Makes a Great School?”** (page 87) – In preparation for creating their own schools, students should use the activity to jot down ideas about the qualities that make up a great school.
- **“Your School Rules”** (page 88) – Have each student create a constitution by which their school will operate.
- **“A Landscape of Learning”** (page 89) – In this activity, students get a chance to create their map of the campus, complete with buildings, the area and anything they wish to include in their schools.
- **“Making Class Cards”** (page 90) – Students will not only decide which classes will be taught at their school, but also what the learning objectives are for each class.
- **“Wants To Learn By”** (page 91) – Next, students will create a menu that encompasses the main objective of their school.
- **“Home of the Best Chef”** (page 92) – Have students exercise their visual creativity by creating logos that represent their schools.
- **“New Year School”** (page 93) – Each student will create a home page for their school’s website.
- **“Unit Checklist”** (page 94) – This valuable resource keeps students focused, on task and in front of deadlines.

# What Is Project-Based Writing?

Project-based writing puts a spin on the concept of project-based learning, which is the act of learning through identifying a real-world problem and developing its solution. The project that results from this endeavour encourages students to use critical-thinking skills to journey towards an authentic goal.

Project-based writing activities strive to meet certain criteria. By design, these activities are ...

- ❖ multi-genre
- ❖ differentiated
- ❖ thematic
- ❖ both linguistic and non-linguistic
- ❖ cross-curricular
- ❖ based on real-world scenarios
- ❖ guided by student choice
- ❖ filled with 21st-century connections.

Project-based writing argues that any subject – be it English or STEM – can benefit from strong writing practice. Any genre of writing can support the other. And any engaging activity that links academic learning to the real world can be a 21st-century tool.

## 10 Reasons to Teach Project-Based Writing





1. It is an organic way to integrate all core subjects – maths, science, history and English.
2. It proves to students that imagination and creativity are connected to research and expository writing.
3. It hits all the major elements of the higher levels of Bloom's Taxonomy: Analysis, Evaluation and Creation.
4. By allowing students to choose their format of showing what they know, the buy-in for the quality of the final project is tremendous.
5. Students develop projects that are individualised, unique and specific from each other.
6. It is a powerful way to incorporate all multiple intelligences: visual, verbal, logical, musical, physical, social, solitary and naturalistic.
7. It desegregates nonfiction and fiction, blending the two.
8. It integrates the core subjects with non-core subjects, potentially using technology, art, music, etc.
9. It is a rigorous assessment requiring high levels of thought and communication.
10. It requires use of the entire writing process – from brainstorming to revising, editing and completing the final draft – regardless of the genres picked and the topic chosen.

# The Multi-Genre Approach

At the heart of project-based writing is the concept of melding multiple genres into a final product. This multi-genre approach involves taking several distinct types of writing and fusing them into something unique and powerful. Essentially, a hybrid is created.

Throughout history, humans have strived to create hybrids. In science, people have bred their ideal loyal companion in the Golden Retriever or created their perfect salad accessory in the bug-resistant tomato. In literature, authors and storytellers have written about hybrids, such as the unicorn and Pegasus.

Here are some examples of hybrids throughout history:

Picture	Description
	half electric, half petrol-powered
	half person, half fish
	half Labrador, half poodle
	half chocolate, half peanut butter

In project-based writing, a hybrid is created when we combine genres that revolve around a shared topic or theme. The result is a multi-genre project that uses the best of different presentations and weaves them together into a totally new creature.

After all, just as any subject can benefit from strong writing practice, so can any genre of writing help support another. The multi-genre aspect of project-based writing is important because it is vital that students understand that genres are not compartmentalised in life. For example, a narrative can support a persuasive argument, just as a graph can support a summary. Weaving the strengths of multiple genres together into one project is the key to project-based writing and to providing one's audience with a richer, fuller picture of a topic or theme.

# Unit 1: Teach the Teacher

## Teacher Instructions



“Teach the Teacher” is a multi-genre unit that asks each student to select a topic for a course that they will teach to the class. This unit is all about the power of student choice. It puts the authority of the lesson in the students’ hands. It leads them through the process of thinking of a unique lesson to teach and then designing it. Ultimately, this unit will prepare each student to present an entire lesson and assessment to the whole class. In the process, their knowledge of these topics will reach new heights. After all, knowing content is important, but being able to communicate it involves a much deeper understanding of the content.

Begin the lesson by having students consider topics that they might want to teach. Instruct them to choose topics with which they are familiar but about which they can learn more through research. Then have them list the pros and cons of each topic they are considering until they can narrow their choices down to that one special topic that they are excited to share with the class.

### *This unit includes the following components:*

- ❖ **“A Topic to Teach”** (page 57) – Have students do research and submit persuasive pitches that explain why their topics are worthy of being taught.
- ❖ **“Create a Lesson Plan”** (pages 58–59) – Begin this activity by showing an example of a lesson plan. Then have your students create outlines for their own lesson plans.
- ❖ **“Quiz the Class”** (pages 60–61) – Examine the different types of quiz questions before having students create quizzes based on their teaching topics. (Note: Before distributing these pages, locate an appropriate quiz-making website. Sign up for an account, if needed, so that your students can use the website to create quizzes online.)
- ❖ **“Give an Oral Presentation”** (pages 62–64) – Give students tips on the whys and hows of planning a successful oral presentation, which they will then use to present their topics to the class.
- ❖ **“Write a Persuasive Letter”** (page 65) – Direct students to write a business letter to a school administrator; this letter will explain why their topic should be considered as a possible new lesson for the following school year.
- ❖ **“Unit Checklist”** (page 66) – This valuable resource keeps students focused, on task and in front of deadlines.



# Unit 2: Persuasive-Writing Project

## Teacher Instructions



The aim of this unit is two-fold: to teach students to write persuasively, and to encourage students to connect school life to real life. Writing persuasively is at the heart of any advocacy research assignment. It is also at the heart of this project-based writing unit that gives students the freedom to choose a topic to study and the format in which they want to persuasively present their results.

Now, it can be difficult for students to choose a topic to feel strongly about. Help guide them to think about their communities close to them (their school, their neighbourhood) and those further away (another town, state or country). Some students are ready to think about global issues, while others need to just focus on those within their own school site. Let them choose topics that they feel passionately about, and they will become fledgling advocates for bigger issues in the future.

### *This unit includes the following components:*

- ❖ **“Consider Cause and Effect”** (page 68) – Get students thinking about causes and their effects. This will help them to look at their topics from more angles and examine the impacts these topics can have on the world.
- ❖ **“Targeting a Topic”** (pages 69) – Have students narrow down their choices for a topic that interests them. As they do this, students will consider the impact their topics have on the world. (Note: You may want to distribute copies of this worksheet so students can fill them out for multiple topics.)
- ❖ **“All in One Sentence”** (page 70) – Show how a main statement functions, and have students create main statements for assignments about their topics.
- ❖ **“Two Kinds of Graphs”** (page 71) – Discuss the functions of graphs and examine two important types (the column graph and the pie chart).
- ❖ **“Giving Great Interviews”** (pages 72–74) – In this activity, you will first give students tips and ideas for conducting great interviews. Next, you will give them practice interacting with the person they are interviewing.
- ❖ **“Unit Checklist”** (page 75) – This valuable resource keeps students focused, on task and in front of deadlines.

# Unit 4: Create-a-School Project

## Teacher Instructions



We know that creating is a higher-level skill than merely reporting. In that spirit, have the students think about the place where they learn and then take it a step further by designing their own school. What subjects would be offered? What food would be served in the tuckshop? What would the campus look like?

In the “Create a School” project-based writing unit, students are asked to role-play as the architect, the principal, the regional director, a teacher, etc. Students get to make the decisions themselves, thus owning their own learning a little more than before.

*This unit includes the following components:*

- ❖ **“Clue In to School”** (page 86) – Begin the unit by having your students complete this crossword puzzle. By doing so, they will reinforce their knowledge of some of the parts and people that make up a school.
- ❖ **“What Makes a Great School?”** (page 87) – In preparation for creating their own schools, students should use this activity to jot down ideas about the qualities that make up a great school.
- ❖ **“Your School Rules”** (page 88) – Have each student create a constitution by which their school will operate.
- ❖ **“A Landscape of Learning”** (page 89) – In this activity, students get a chance to create visual maps of their campuses, complete with buildings, play areas and anything else they wish to include in their schools.
- ❖ **“Making Class Goals”** (page 90) – Students will not only decide which classes will be taught at their school, but also what the learning objectives are for each class.
- ❖ **“Words To Learn By”** (page 91) – Next, students will create a motto that encompasses the main objective of their schools.
- ❖ **“Home of the Best Crest!”** (page 92) – Have students exercise their visual creativity by creating logos that represent their schools.
- ❖ **“www.Your\_School”** (page 93) – Each student will create a home page for their school’s website.
- ❖ **“Unit Checklist”** (page 94) – This valuable resource keeps students focused, on task and in front of deadlines.