

**Phase III Learning Case Study:
Project-Based & Problem-Based Learning**

**PSY 205 Educational Psychology
Learning Plan Template**

Teacher Name: Ms. Richter	Grade & Subject: 3 rd grade – Social Studies
<p>Name of School: Friendship Elementary School</p> <p>Background of School (“culture”): Friendship Elementary School is located in Friendship, North Dakota, in a rural community. Students in this elementary school are mostly from farming families. The students are comprised of a limited array of ethnicities with White (98%) and Native American/Hispanic (2%). The school excels in agriculture and science, which is shown through the FFA program.</p> <p>With the school size being 200 students, the parents are expected to be heavily involved. The school ensures their involvement through various ways: chaperoning field trips, parent teacher conferences, parent career days, and extracurricular activities. This schools relies heavily on their student lead fundraisers to fund their extracurricular programs and clubs.</p>	
<p>PBL Unit Name:</p> <p>Building the Farmopolis: Creating the Laws, roles, and rights of citizens in the town Farmopolis</p>	<p>Specific Standards:</p> <ul style="list-style-type: none"> • Identify the roles, rights, and responsibilities of a citizen in a community. • Explain the rule-making process and its purpose in the school and community. • Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. • Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. • Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<p>What Resources Will the Students Need (describe all resources and learning materials necessary for your project (e.g., Internet sites, colored paper, graduated cylinders, etc.)</p> <ul style="list-style-type: none"> • Technology – iPads, Laptops, Internet Sites • Copy of “Rule-Making Process” notes • Consequences/punishments when citizens break a law • Copy of example rules from another city (Bismarck) • Paper or Poster board to list the rules the students create for the town • Markers • Notebooks or Paper to write down each student own ideas and research • Graphic Organizer about the different parts of the community – work together with Math to see what the students are building 	
<p>What Resources Will the Students Need (describe all the resources/materials needed for your students to learn):</p>	

- Student 1 (Matthew): Matthew is an advanced student. He is very intelligent and usually becomes bored during class since his work comes very easy to him. When he is bored he often gets distracted and distracts other students or fidgets (drumming with his hands). He needs to be engaged and motivated during the lesson. Matthew will become a leader and will help the other students stay on task if he is engaged in the lesson. This PBL will help him learn by challenging him to think about the community and what rules he would like to set in place. Matthew will enjoy this PBL, because he is interested in criminal justice, enjoys working with his hands, and like logical reasoning and thinking when it comes to problems.
- Student 2 (Aubrey): Aubrey is a smart, well-behaved student who is very friendly and energetic. She sometimes needs guidance with her school work, but is not afraid to ask questions. She is very artistic and creative; therefore, she will enjoy this PBL because she will get to create new laws and consequences. Aubrey will use her logical reasoning to create laws, this will help her. She is imaginative and with some assistance from her teacher she will succeed in this PBL. Aubrey is very energetic, but the lesson needs to grab her attention or else she will start daydreaming about other subjects. She has a long attention span and will be very engaged if the subject or content is pertained to her. This PBL will help Aubrey stay engaged, because the content pertains to her.
- Student 3 (Micah): Micah is a smart, well-behaved student as well, but often loses focus in class when he is not interested in the subject. Therefore, you need to grab Micah's attention. He enjoys learning new things and working with his hands. Creating something new and having to write it on the poster board will be good for Micah. He will be able to walk around the classroom and with his peers, but he also has the choice to work independently. He is a student who will follow the rules and work with his other classmates well.
- Student 4 (Rusty): Rusty is a very creative student. He is very smart and likes to learn new things. He is a social child, who will collaborate with all of his peers for this project. He enjoys learning by talking and asking questions to the teacher or his peers. When Rusty gets overwhelmed, he occasionally has an emotional outburst. With the help of the teacher and his peers, Rusty should not feel overwhelmed. He struggles with following the directions. The teacher will need to be aware of this and work with Rusty to make sure he is completing his work. He is a practical learner, therefore creating laws and consequences will be good for Rusty.
- Student 5 (Ava) Ava is an advanced student who enjoys school and learning new things. She is very outgoing and smart. She is a very mature child for her age. Ava will make smart decisions in the classroom and is very mature from knowing right and wrong. She does not take risky behaviors, and is very comfortable talking and helping her peers. Ava does not like Social Studies, but is a hands-on learner therefore she may be engaged for this PBL. She struggles with verbal problems, but through the assistance of her teacher she can work those problems out. Ava has a very strong creative intelligence and will have many good ideas for this project.

Students Will Do (describe what will be done during the unit in the order they will be done):

1. I will introduce the PBL with a driving question, "What does a safe, friendly, and successful community look like and how will you create one through designing laws and other processes for the community?" After I introduce the question, I will explain to the students how a law is passed, what creates a law, and what makes it a good law.
2. To help the students understand their tasks, they will research the laws of the town in which they live. This will help the students grasp what laws are needed to make a city thrive. Once the students are finished researching, we will have a check in day. The students will write a paragraph outlining what kind of laws help a city thrive and anything they found interesting while researching.
3. The next day, I will have the mayor or a council member of the town come in and talk to the students about laws and the community's safety. This will help lead the students into creating the laws of Farmopolis.
4. Each student will come up with three laws they think should be enacted and then will take turns presenting their three laws to the class. Once each student is done presenting their laws, we will have a class discussion about which laws are well written and good for the community and which are not. Once all the laws are discussed, the students will vote on which laws they would like to adopt. After all presented laws have been coted on, the city's laws will be created.
5. Once all the laws have been adopted, I will explain to the students the next step, which involved deciding the consequences of breaking those laws. I will invite a police officer to come in and go through what happens when a citizen breaks the laws. He/she will also go through some examples of consequences, that way the students will have a better understanding of what this step entails.

Describe How This Will be Developmentally Appropriate for:

- Brain Development: Since most of these children are ages 8-9 they are in middle to late childhood. The student's self-control is increasing in this stage, and their prefrontal cortex is continuing to grow. The amygdala will get ahold of some students when they get frustrated, but by working together as a class or in groups hopefully the students do not get frustrated or mad as often. This PBL will make the students pay attention longer by grabbing their attention, critically thinking, problem solving, and reasoning. Therefore, this PBL will help the students brain to continue to develop.
- Cognitive Developmental Stage: All of the students are in Piaget's Concrete Operational Stage. This stage is about the development of organized and rational thinking. In this PBL, the students will be asked to use logical and creative thought when developing the laws of the town. The students will need to organize which laws they would like to adopt for the town, but will need to think logically for this to happen. Through working on this PBL, the students will further develop in the Concrete Operational Stage. When looking at the Zone of Proximal Development for the students, most will be challenged. When looking at Theresa, Ava, and Matthew they will push their ZPD, especially if they enjoy this PBL. Therefore, these students will help guide Aubrey and Rusty through answering their questions. Scaffolding will occur when I am giving them the beginning material so they understand laws, rule-making, and what goes into making a law. However, once the beginning material is given the students will be working together to create the laws and when they decide which laws they would like to adopt.
- Emotional Developmental Stage: All of the students are in the Industry vs. Inferiority stage of Erikson's Stages of Psychological Development. Teachers play a significant role in

6. Once the students understand the next step, we will brainstorm possible consequences for breaking each law as a whole class. For each law, the students will come up with two options and then vote to choose the consequences for that specific law.
7. Once all the laws and consequences have been adopted, the class will make posters for each law and the consequence that goes along with it. They will then present them to the class, teachers, parents, and visitors who have been invited to the final event.

a student's life, because in this stage the students are learning and mastering reading and writing. Students are also developing their emotions. When children work in groups or collaborate in a whole group they will gain self-esteem and will ultimately develop further in their emotions. Through working with groups, asking questions, and gaining self-esteem the students will feel competent and confident in solving the driving question for this PBL. Theresa can work in a group, but prefers to work alone. Therefore, she will be able to create her laws on her own, but will collaborate with the students when voting and discussing which laws to adopt for the two. The other students all like to look in a group and are very energetic. Therefore, those students will need to work together to keep each other engaged, especially Theresa.

- Identity Development: All of these students are between age 8 and 9, therefore this makes it difficult for them to have one specific identity component completely developed. In looking at each child, some have ideas of what they would like to become someday. Matthew is very set on becoming a Police Officer and Ava is between a psychologist or cardiac surgeon. However, most students have confusion during this stage. In this PBL, the students will work through a political, lifestyle, community identity by creating the laws of the town. At the end of this PBL, the students will learn more about each identity of these specific areas and will make the students think deeper of what each identity requires.
- Moral Development: Most of the students are in level 2 – Conventional Stage of Kohlberg's Stages of Moral Development. In the Conventional level, most students are in stage 3. Students are learning and internalizing the moral standards set by their parents or other role models and they respect authority. In stage 3, the child wants to be good so other people approve and see this child as a good student. Students

	<p>are nice to each other. Therefore, when we have our group discussion, many students will be nice and have trust within the group. In this PBL, students will need to think about what laws are best for their community. Some students, will not question what laws are picked. Aubrey, Rusty, and Micah will develop more trust and loyalty within the group as we all develop laws. However, students like Matthew and Ava will push the questions further and think more abstractly about which laws are best. This will push them into Level 3 Post conventional Stage.</p>
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