

# PASSION PROJECTS:

“what will you do with your one wild & precious life?” ~mary oliver

<b>Learning Target</b>  <b>CCSS:</b> - <b>W2:</b> Write informative/explanatory texts - <b>W4:</b> Produce clear & coherent writing - <b>W7:</b> Conduct short as well as more sustained research projects to answer a question - <b>W8:</b> Gather relevant information from multiple authoritative print & digital sources - <b>SL4:</b> Present information, clearly, concisely, & logically	<ul style="list-style-type: none"><li>I will <b>answer</b> the question posed by Mary Oliver: “what will [I] do with my one wild and precious life?” by <b>researching, writing about,</b> and <b>presenting</b> my passion to the class.</li></ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"><li>✓ Complete all steps of the research process: Brainstorm, collect information from digital/print sources, organize ideas into writing, edit/revise, create a presentation, &amp; present verbally to classmates</li><li>✓ Reflect on response to the research question</li></ul>
<b>Activity</b>	<ol style="list-style-type: none"><li>1. Review the research question &amp; rubric</li><li>2. Provide overview of the research process</li><li>3. Students engage in stages of the research process</li><li>4. Conference with students (especially during collecting and editing/revising stages!)</li><li>5. Organize material into a presentation</li><li>6. Present information to class</li><li>7. Reflect on your response to the research question</li></ol>
<b>Check for Understanding</b>	<ul style="list-style-type: none"><li>-Monitor students while they work, especially during early stages of the research process</li><li>-Conference with students during the collection and editing/revising stages of the research process</li></ul>
<b>Closing</b>	Reflect on your classmates' presentations. What topic(s) are you interested in learning more about? What surprised you?

## **“WHAT WILL YOU DO WITH YOUR ONE WILD AND PRECIOUS LIFE?” – MARY OLIVER**

Directions: You will answer the question posed by poet Mary Oliver in a research project about a topic or hobby (activity) you are passionate about.

### Requirements:

- ✓ Wholeheartedly engage in each phase of the research process
- ✓ Clear explanation: Why is this topic/hobby something you are passionate about? How will you incorporate this into your life?
- ✓ Evaluation: How does this topic/hobby add value and meaning to your life?
- ✓ Supporting evidence: Incorporate information from reliable digital AND print-based sources
- ✓ School-appropriate content: Know your audience!
- ✓ Write a brief constructed response (multi-paragraph) to explain the topic/hobby
- ✓ Teach us about it: Present your answer to the research question in a brief, 3-5 minute presentation. Consider using props or demonstrations to really emphasize key points!

### Research Process:

1. Brainstorm responses to the research question
2. Collect information from reliable print and digital sources\*
3. Organize your ideas and information into writing
4. Edit and revise to ensure clarity and understanding\*
5. Organize material into a presentation
6. Present your passion project to the class
7. Reflect on your response to the research question

\*: Opportunities for conferencing specifically during these stages of the research process

Name:

**PASSION PROJECT**

**“WHAT WILL YOU DO WITH YOUR ONE WILD AND PRECIOUS LIFE?” –MARY OLIVER**

Brainstorm: Your topic for this presentation does **not** need to be connected to your career or post-secondary plans. This is something that is just for you simply because you enjoy it.

<p>What do you enjoy doing in your free time?</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>	<p>What are you interested in doing more of?</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
<p>When do you feel most like yourself?</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>	<p>If you could get paid to do anything, what would your dream job be?</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
<p>Circle the hobbies/activities that you enjoy.</p> <p>Crafts    Sports    Cooking Baking    Gardening    Science Technology    Music    Filmmaking Photography    Writing    Volunteer work Reading</p>	<p>Get more specific—based on the activities you circled, explain what that means to you in more detail. For example, I enjoy crafts, specifically scrapbooking and making wreaths.</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>If you had unlimited free time, how would you choose to spend it?</p>	<p>Narrow down your list to 2 potential topics. What are they? Why do you enjoy them?</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li></ol>

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**“WHAT WILL YOU DO WITH YOUR ONE WILD AND PRECIOUS LIFE?” –MARY OLIVER**

Research: You need to include information from relevant print AND digital sources (refer to the rubric for the specific number of sources). Conduct your research to collect information that will teach your audience about the hobby you selected AND how this adds deeper meaning to your life.

<p>Source:</p> <p>Does this source show evidence of <i>bias</i> or unfair representation of the facts?</p> <p>Yes    No</p>	<p>Quote that explains the activity:</p> <p>Quote that supports how/why this activity adds deeper meaning to my life:</p>
<p>Source:</p> <p>Does this source show evidence of <i>bias</i> or unfair representation of the facts?</p> <p>Yes    No</p>	<p>Quote that explains the activity:</p> <p>Quote that supports how/why this activity adds deeper meaning to my life:</p>
<p>Source:</p> <p>Does this source show evidence of <i>bias</i> or unfair representation of the facts?</p> <p>Yes    No</p>	<p>Quote that explains the activity:</p> <p>Quote that supports how/why this activity adds deeper meaning to my life:</p>

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<p>Source:</p> <p>Does this source show evidence of <i>bias</i> or unfair representation of the facts?</p> <p>Yes    No</p>	<p>Quote that explains the activity:</p> <p>Quote that supports how/why this activity adds deeper meaning to my life:</p>
<p>Source:</p> <p>Does this source show evidence of <i>bias</i> or unfair representation of the facts?</p> <p>Yes    No</p>	<p>Quote that explains the activity:</p> <p>Quote that supports how/why this activity adds deeper meaning to my life:</p>
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<p>Source:</p> <p>Does this source show evidence of <i>bias</i> or unfair representation of the facts?</p> <p>Yes    No</p>	<p>Quote that explains the activity:</p> <p>Quote that supports how/why this activity adds deeper meaning to my life:</p>

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## PASSION PROJECT

### **“WHAT WILL YOU DO WITH YOUR ONE WILD AND PRECIOUS LIFE?” –MARY OLIVER**

Drafting: Next, you will be organizing the information you collected from the research stage into a multi-paragraph explanatory piece.

<p>What is the hobby/activity/topic you selected? Provide a clear definition.</p>	<p>Explain your background/history with this topic. When did you first become interested in it?</p>
<p>What are the steps involved in this particular hobby/activity?</p>	<p>Why is this topic interesting to you?</p>
<p>Describe what it feels like when you participate or engage in the activity/hobby.</p>	<p>Explain how this activity adds deeper meaning to your life. This should be a direct response to the research question posed by poet Mary Oliver.</p>
<p>What is your level of involvement with this topic?</p>	<p>How will you continue to engage in this activity? What is your desired level of involvement?</p>
<p>What should everyone know about this specific activity? This is your “takeaway message.”</p>	<p>What is the biggest lesson you’ve learned about yourself by participating in this activity?</p>

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### **“WHAT WILL YOU DO WITH YOUR ONE WILD AND PRECIOUS LIFE?” –MARY OLIVER**

Drafting: Now, determine how you will structure your informative/explanatory writing to be easily understood by your reader. Think about structure and using text features like headings. Use the space below to outline and map out your ideas. After conferencing with your teacher, you will begin writing out your multi-paragraph response!

Paragraph #1 Topic:

-Summarize what you will write about in this paragraph:

-What source(s) will you incorporate here?

Paragraph #2 Topic:

-Summarize what you will write about in this paragraph:

-What source(s) will you incorporate here?

Paragraph #3 Topic:

-Summarize what you will write about in this paragraph:

-What source(s) will you incorporate here?

Name:

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### “WHAT WILL YOU DO WITH YOUR ONE WILD AND PRECIOUS LIFE?” –MARY OLIVER

Presenting: Finally, you will organize all of your work into an engaging presentation. You will be presenting to your classmates & teacher, so think about how you can make your presentation memorable and exciting while also teaching them about your passion project topic.

<p>Slide 1: Introduction</p> <p>-Your name</p> <p>-Topic: _____</p> <p>-Image (preferably of you engaging in the hobby/activity!): _____</p>	<p>Slide 2: Definition of the topic</p>
<p>Slide 3: Your background/history with the activity (include current level of involvement)</p>	<p>Slide 4: What is your ideal level of involvement with this activity?</p>
<p>Slide 5: Response to Mary Oliver's question "what will you do with your one wild and precious life?"</p>	<p>Slide 6: What does the experience of participating in this activity feel like to you?</p>
<p>Slide 7: Takeaway message for the audience (what should everyone know about this topic now?)</p>	<p>Slide 8: MLA Works Cited; ask for questions from audience</p>
<p>Other considerations:</p> <p>-Props or other ways I can engage my audience: _____</p> <p>_____</p> <p>-What types of images will be most engaging and relevant? _____</p> <p>_____</p> <p>_____</p>	<p>PowerPoint Guidelines:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Font size no smaller than 26</li><li><input type="checkbox"/> Avoid using full sentences/paragraphs</li><li><input type="checkbox"/> Limit the number of transitions &amp; animations to 1 per slide</li><li><input type="checkbox"/> Contrast background and text color (dark background = light text color; vice versa)</li><li><input type="checkbox"/> Arrange images so they enhance the information, rather than dominating the slide</li><li><input type="checkbox"/> Practice, practice, practice!!!</li></ul>

Name: \_\_\_\_\_

## PASSION PROJECTS: *Rubric*

<b>STANDARD</b>	<b>Insufficient Evidence (D-F)</b>	<b>Approaching (C)</b>	<b>Meeting (B)</b>	<b>Exceeding (A)</b>
<i>W2: Write informative/explanatory texts to examine &amp; convey complex ideas, concepts, &amp; information clearly and accurately through effective selection, organization, &amp; analysis of content</i>	Sufficient evidence is not provided.	Attempts to teach the audience about their selected topic; purpose for writing may be unclear or inconsistent.	Demonstrates understanding of purpose for writing (to inform/explain) & structures writing (through organization & use of text features) to ensure reader's understanding.	Demonstrates clear understanding of purpose for writing (to inform/explain) & structures writing (through organization & use of text features) to ensure reader's understanding.
<i>W4: Produce clear &amp; coherent writing</i>	Sufficient evidence is not provided.	Ideas may be unclear or lack transitions to clearly link ideas together in a logical fashion.	Ideas are clearly connected through the use of transitions.	Ideas are clearly connected through the use of a variety of transitions.
<i>W7: Conduct short as well as more sustained research projects to answer a question</i>	Sufficient evidence is not provided.	Provides an indirect or vague answer to the research question.	Provides a direct response to the research question.	Provides a direct response to the research question followed by detailed elaboration.
<i>W8: Gather relevant information from multiple authoritative print &amp; digital sources</i>	Sufficient evidence is not provided.	Selected sources may not be relevant/reliable or may not be from digital AND print.	Selected sources are relevant & reliable; 3 sources are digital & 1 is print-based.	Selected sources are relevant & reliable; 3 sources are digital & 2+ are print-based.
<i>SL4: Present information, findings, &amp; supporting evidence clearly, concisely, &amp; logically</i>	Sufficient evidence is not provided.	Verbal presentation may be missing transitions to link ideas; may ramble; order of ideas may be illogical.	Uses transitions to link ideas in a logical progression; presents in a concise manner.	Consistently uses a variety of transitions to link ideas in a logical progression; presents in a concise manner.

**Total Score:** \_\_\_\_\_ / \_\_\_\_\_

**Teacher Feedback:**

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## **Exit Task:**

Reflect on your classmates' presentations. What topic(s) are you interested in learning more about? What surprised you?