



## A 12<sup>th</sup> Grade *Senior Project* for the Classroom of the 21st Century: Celebrate a 10<sup>th</sup> Mountain Soldier in Your Family!

### What is a Senior Project?

Many states, districts, and high schools recognize the need to actively engage all 12<sup>th</sup> grade students in a challenging and relevant educational process by incorporating an exit *Senior Project*. The *Senior Project* is designed to be the culmination of a student's academic experience that demonstrates a genuine opportunity for 12<sup>th</sup> grade students to merge their various interests, passions, and curiosities with their academic lives at school.

### What is the 10<sup>th</sup> Mountain Division Senior Project?

The 10<sup>th</sup> Mountain Division Senior Project is a self-directed investigative exploration that will celebrate the legacy of the 12<sup>th</sup> grade student's 10<sup>th</sup> Mountain Division soldier by establishing commonalities with his World War II experiences and forging links to his historical past. It will enable the student to demonstrate the ability to apply, analyze, synthesize and evaluate information. This Senior Project will provide the student a vehicle for communicating knowledge and understanding. The 12<sup>th</sup> grade 10<sup>th</sup> Mountain Division descendant will have the option of using the following project in its entirety or using sections of the project. Patricia Finn Thornton at [patfrank3@verizon.net](mailto:patfrank3@verizon.net) will provide an explanation for the Unit of Study for this Project, along with academic assistance (if needed). \* You need to give your High School a copy of this Unit of Study for the 10<sup>th</sup> Mountain Division Senior Project. In addition, you need to be aware that it will be your High School that will grant you accreditation for this project.

## Introduction

What treasures we have in the military stories of our WWII 10<sup>th</sup> Mountain soldier. Certainly, his stories and experiences teach us invaluable lessons about separation, training, discrimination, suffering, loss and endurance. His memories will open up history for us in ways that no textbook ever could. Unless there is an Oral History completed on this ancestor, his stories, and a part of one's heritage, will be lost. Besides preserving the legacy of this ancestor, this project will develop digital literacy, workplace skills, creativity and positive civil values by promoting and honoring the contributions of an older generation.

## Objectives of the Senior Project

The students will be able:

1. To preserve the World War II 10<sup>th</sup> Mountain Division legacy of a family ancestor.
2. To promote and honor the contributions of an older generation.
3. To organize and conduct an oral history of a family member.
4. To employ an appropriate writing mode, engage a specific audience and address the specific purpose of writing a Biography of a family ancestor.
5. To create an iMovie with appropriate music that reflects the tone of the WWII 10<sup>th</sup> Mountain soldier and WWII era.

## Outcomes

Students will:

1. Conduct an **Oral History Interview** of a WWII 10<sup>th</sup> Mountain soldier that incorporates the *Thematic Strands of the Social Studies Standards* and used technological tools.
2. Create a **Biography** based on the research of the time period and personal interviews of the 10<sup>th</sup> Mountain soldier and fulfills the *NCTE Standards* for writing.
3. Create an **iMovie** that fulfills the *National Educational Technology Standards* and the *Standards for a 21<sup>st</sup> Century Student*.

## The Project Process

The 10<sup>th</sup> Mountain Division Senior Project uses Big6<sup>TM</sup> model. The Big6<sup>TM</sup> is an information and technology literacy model.

For information, go to: [A Big6<sup>TM</sup> Skills Overview](#)

For a PowerPoint Presentation on how to use Big6, go to: [Introducing Information Problem Solving: The Big6 by Mike Eisenberg \(Power Point Presentation\)](#)

The Project Process uses six stages from the Big6<sup>TM</sup>.

1. Task Definition
2. Information Seeking Strategies
3. Location and Access
4. Use of Information
5. Synthesis
6. Evaluation

## Big6<sup>TM</sup>

### Essential Question

What do the WWII experiences of a 10<sup>th</sup> Mountain Division ancestor teach us about separation, training, discrimination, suffering, loss and endurance that enable us to understand and appreciate the high cost paid by the World War II 10<sup>th</sup> Mountain Division soldier for the freedoms that we enjoy in our country today?

## Big6<sup>TM</sup>

### I. Task Definition

Define the information problem

Identify information needed to complete the task (to solve the information problem)

1. Clarify and identify the components of the essential question.
2. Identify 10<sup>th</sup> Mountain Division soldier to interview and provide basic information on the person's name and unit in the 10<sup>th</sup> Mountain Division.
3. Identify the research resources available for this project

**II. Information-Seeking Strategies****Determine the range of possible sources (brainstorm)****Evaluate the different possible sources to determine priorities (select the best sources)**

1. Research the WWII era of your ancestor: political, social, historical, etc.
2. Collect at least 20 visuals from the time-period to illustrate historical visuals for your iMovie.
3. Research the WWII 10<sup>th</sup> Mountain Division in books, pamphlets, films, links on the World Wide Web.
4. Evaluate the sources and determine which resources pertain to your interview.
5. Using the research information, create Interview Questions that solicit specific responses in the following areas: his early years, teenage years, education, how the soldier entered the 10<sup>th</sup> Mountain Division, what the soldier did in the war, his training, any discrimination among the ranks, day-to-day triumphs, his physical, emotional, psychological suffering during combat, how he dealt with loss of his friends who were injured or killed in action, his years following the war, family, profession, and areas that he would like to address.
6. Establish the focus of the interview. An example of a focus could be the theme of “peace”, “comradeship”, “loyalty” or some similar theme.
7. Collect and scan personal pictures from 10<sup>th</sup> Mountain soldier’s life, during his war years, to capture appropriate images for the iMovie. You may have to make arrangement to borrow these pictures before the interview.

**III. Locate sources (intellectually and physically)****Find information within sources**

1. Arrange with your 10<sup>th</sup> Mountain soldiers at least two (you may use more) appointments for the interviews. Establish the time and place that is convenient for him. Make sure you explain the purpose, format and final product of the interview. Ask if he would like to have a copy of the Interview Question prior to the interview, and then you need to make sure that they are delivered to him. Be on time.
2. Conduct the interview. \* Follow handout of Interview Technique Guidelines  
\* Make sure you bring the 10<sup>th</sup> Mountain pictures that you have collected.
3. Share the pictures with your 10<sup>th</sup> Mountain soldier and ask him to identify and explain each picture. Make sure that this part of the interview is recorded.
4. Each interview should be about one hour. If you notice that your soldier is getting tired, you may want to reschedule.
5. If you have not gathered all your information, you will want to schedule another

interview.

## Big6™

### IV. Use of Information

Engage (e.g. read, hear, view) the information within the source  
Extract relevant information from the source

1. Write Biography/Memoir
  - Review: *How to Write a Biography or Memoir* \*
  - Draft a biography from synthesized interview and research information.
  - Write rough draft of biography and complete a self evaluation by using a *Critical Writing handout* \*.
  - Complete final revised biography
2. Complete a Story Board that coordinates interview, biography/memoir with personal photographs, home movies, pictures from the Internet, etc
3. Organize an iMovie that follows the organization of the Biography.

## Big6™

### V. Synthesis

Organize information from different sources  
Present the information

4. Use iPhoto to import, organize, and edit images. Refer to iPhoto handout\*
5. Use iTunes to import music tracks. Refer to iTunes\*
6. Use iMovie to import video clips, edit, and export a completed movie. \*iMovie handout
7. Begin iMovie - illustrate your interview and biography with photographs, home movies, pictures from the Internet, etc to create an iMovie.
8. Burn your iMovie to a CD.
9. Send a copy of the iMovie and Biography to your 10<sup>th</sup> Mountain soldier and to the Denver Library Resource Center. For more information, go to:  
<http://www.10thmtndivassoc.org/resourcectr.html>

### Resource Center Partners with Veterans History Project



## Big6™

### V. Evaluation

Judge the product (effectiveness)

Judge the information problem-solving process (efficiency)

1. Evaluate iMovie Process with \**iMovie Rubric* handout
2. Evaluation of Project - What worked? What did not work? What should be added or changed? Recommendations for future projects.
3. Complete a final Evaluation Essay.
4. Celebrate your accomplishments!

### \* Resources and Forms Needed to Complete this Senior Project

1. Interest Identification Form
2. Final Project Form
3. Rubric for iMovie Assessment
4. Rubric for Biography Assessment
5. How to Write a Biography
6. iMovie Tutorial
7. How to Use iTunes
8. iPhoto Hot Tips
9. Interview Technique Guidelines: Veterans History Project
10. Story Board for iMovie
11. Final Evaluation Essay

## Standards

### National Educational Technology Standards for Students

<http://cnets.iste.org/currstands/cstands-netss.html>

Students will be able:

1. To use a digital video camera to film an interview.
2. To locate and download information and images from the Internet.
3. To write, organize and conduct a meaningful interview.
4. To write a Biography that captures the tone person and times.
5. To use a scanner to capture images (optional).
6. To use iPhoto to import, organize, and edit images.

7. To use iTunes to import music tracks.
8. To use iMovie to import video clips, edit, and export a completed movie.

## Standards

### Social Studies Standards

<http://www.socialstudies.org/standards/strands/>

Thematic Strands That Form the Basis of the Social Studies Standards

Students will be able:

1. To understand and use complex cultural concepts.
2. To understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions.
3. To encounter multiple opportunities to examine contemporary patterns of human behavior, using methods from the behavioral sciences to apply core concepts drawn from psychology, social psychology, sociology, and anthropology as they apply to individuals, societies, and cultures.
4. To understand the paradigms and traditions that under gird social and political institutions.
5. To develop their abilities in the use of abstract principles. They study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. At every level, learners should have opportunities to apply their knowledge and skills to and participate in the workings of the various levels of power, authority, and governance.
6. To think systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology.
7. To recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good.

## Standards

### Standards for the 21st Century Student

[http://www.pde.state.pa.us/ed\\_tech/lib/ed\\_tech/web\\_The\\_21st\\_Century\\_Student\\_Model.pdf](http://www.pde.state.pa.us/ed_tech/lib/ed_tech/web_The_21st_Century_Student_Model.pdf)

[http://www.pde.state.pa.us/ed\\_Tech/cwp/view.asp?a=169&q=118828](http://www.pde.state.pa.us/ed_Tech/cwp/view.asp?a=169&q=118828)

Students will acquire:

1. Learning and thinking skills: critical thinking and problem solving skills, communications skills, creativity and innovation skills, contextual learning skills and information literacy skills.
2. Information and communication technology skills.

3. Life skills: leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction and social responsibility.

## Standards

### NCTE Standards (National Council of Teachers of English)

<http://www.ncte.org/>

Students will be able:

1. To read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.
  2. To apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.
  3. To draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
  4. To adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
  5. To employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
  6. To apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
  7. To conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
  8. To use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
  9. To develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
  10. To participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
  11. To use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
- (For Students whose first language is not English)
12. To make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.



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