



# Project Planning Guide Coversheet

**Fellow/Fellowship Team Members:** Dean Roesner

**Grade and Subject:** 9-12 Social Studies

**School/District Name:** Saluda High School, Saluda School Dist # 1

**Location:** Saluda, S.C.

1. Briefly describe the nature and focus of your Fund for Teachers Fellowship experience.

I completed a National Consortium for Teaching about Asia study tour of Japan focusing on traditional culture and religion. We traveled to Tokyo, Nara, Kyoto, Osaka and Hiroshima.

2. How does that experience relate to your teaching assignment?

I will incorporate the instruction I received into my Social Studies curriculum and my Journalism students will create a travel video of my journey.

3. What student academic goals might your experience help to address?

I want to focus on Japanese culture and religion in my World Geography class, Japanese perspectives on WW II in U.S. History and comparisons to Japan's economy in my Economics class.

4. What needs, issues, or interests in your local community might your experience help to address?

I hope to improve cultural awareness and tolerance in my students and encourage other teachers to begin their own journeys of discovery.

5. Drawing upon your fellowship experience, list three student project ideas that might simultaneously address one or more student academic goals and community needs, issues, or interests.

I am planning only one large project that will incorporate all my classes and take nearly the entire school year to complete.

Project	Lead Person	Email Address
Travel Video of Japan	Dean Roesner	shandean@embarqmail.com

**Project Objectives:** Create a travel video of my journey to Japan with student research on the cultural and historic significance of the sites I visited.

**Describe your project.** This work will be primarily student generated. They will research the locations, write scripts describing the sites and, where necessary, provide voice-over descriptions. My Broadcast Journalism students will edit the footage and create a DVD of my travels in Japan that will be distributed to school libraries throughout the district for use in the classroom.

**Essential Question:** How do you persuade students in a small rural community with a relatively homogeneous culture and point of view that they are citizens of the world? This has been a challenge and key question I have tried to answer for almost twenty-five years. I hoped this study tour would help me answer that question. I grew up in this isolated rural community. If I could demonstrate an affinity for travel and a deep appreciation of other cultures and ideas it would become much easier to pass those values along to my students. My students will acquire first hand knowledge of another land from “one of their own.” I believe their willingness to embrace cultural diversity will be increased. That was my ultimate goal: to vicariously take my students with me and allow them to experience this foreign land and culture through my eyes. I want them to enthusiastically enter another world.

**Learning Outcomes:** What will students know and be able to do as a result of the project?

1. Explain the impact of Buddhism on Japanese civilization and the influence of religion on politics and culture.
2. Describe Japanese rationale for its expansionist policies in World War II.
3. Compare contemporary Japanese and U.S. standards of living and relative strengths and weaknesses of their economies.

**Standards Addressed:** (Learning Results or Benchmarks)

1. Global Studies 1.4 – The impact of religion in classical civilization and changes that resulted from Buddhist teaching.
2. USHC 8.1 – Describe the rise of totalitarian regimes in Japan under Tojo and the Japanese attack on Pearl Harbor.
3. ECON 8.2 – Summarize outcomes of global trade, increases in consumer choices and standards of living and gains in production efficiency.

**Final Project Assessment;** How will students demonstrate what they know and are able to do?

The successful completion of the travel video and its public use is the final assessment. Anything less than that would be viewed as a failure.

What **major activities** will get students to the final assessment?

Video production is broken down into a series of tasks. Different students will be responsible for different stages of the production. Each task, from research to voice-overs to video or music editing could be considered a major activity.

How will you **assess** these activities?

I will monitor each stage of production for completion by the stated deadlines.

**How are students involved in the planning and implementation of the project?**

The principal idea for the project is mine, but the students will have a creative voice in every stage of production. While I may have a vision for what I hope the travel video will look like, experience has taught me that after dozens of people get involved in a creative process, the end result is quite different than what you first imagined.

**What specific Literacy Strategies will the project address?**

None really.

**What technology tools will enhance learning?**

We will have the resources of my broadcast journalism studio available for this project: cameras, recording equipment, computers with photo and video editing software, etc. Research will primarily be accomplished online with the Japan wiki created by participants in the NCTA study tour as a major resource.

**Project Timeline:**

I plan on the following timeline: I will introduce my various classes to the raw footage from Japan in September and October and assign research projects. The finished presentations will be due in December. The student research and footage will be turned over to the broadcast team in January for production with a completion date in March. The final product will be copied and distributed throughout the district by April and I will prepare study guides and suggestions for use in the classroom. We will place copies in our school libraries and it is my hope this will become a resource that social studies teachers will utilize in our district for many years to come.

**How will you document and celebrate the project?**

As stated earlier, it will be fairly obvious whether or not our project was a success or failure. I will view anything less than a final edited version of the travel video placed in all our school libraries as unacceptable.

**Budget for the Project**

I hope the project does not require any additional funds. I budgeted for photo and video supplies in my Fund for Teachers application. Any cost overruns will be borne by my broadcast journalism account.