



SENIOR EXPEDITION GUIDE 2009-2010

Senior Expeditions Advisors

Susan Durkee, Coordinator
Maureen Fagan
Andy Stenson

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What is Senior Expedition?

The Vision:

Four Rivers strives to graduate and promote students based on what they actually know and can do. That's what you've been showing us through years of Passage Portfolios and Presentations. A successful Senior Expedition is a graduation requirement, but more importantly, it is an opportunity to demonstrate your highest level of learning at Four Rivers. Senior expedition is about learning through your interests and building your skills as a more independent learner. It's about choosing a field and defining a problem, a concern or an idea that is of importance to you, becoming a budding expert in your chosen field, and creating solutions.

With guidance from teachers and mentors, you will show your ability to solve problems, do research, be persistent, organize time and resources, communicate well, and reflect on your efforts. You will likely find these skills to be useful as you move into the world of adulthood.

We hope that the opportunity to earn credit toward graduation while pursuing your interests will energize you to complete a challenging, enjoyable and rich project.

The Basic Requirements

1. Choose a topic that interests you.
2. Develop essential questions around it.
3. Learn all about your topic and become an expert on it.
4. **Further develop** your knowledge through field work and hands on experiences and use it to create something useful.
5. Give a presentation to the community on what you have learned, how you learned it and what you did with your knowledge.
6. In all aspects of this expedition, you are to demonstrate **excellence** - what we for years have been describing as high quality work.

The Four Components of Senior Expedition

The senior expedition consists of four distinct components: developing a proposal, conducting research, undertaking fieldwork leading to the creation of a product, and a presentation. Each of these steps culminates in a piece of work that will be assessed according to the rubrics included throughout this guide. Together, the assessment of these four pieces will be used to determine your overall Senior Expedition grade.

- **Think, Plan, Collaborate:** You will work independently as well as with your peers and teachers to identify a topic, develop essential questions, formulate research topics and make a proposal for what you will do, create, and how you will present what you have accomplished. You will create your formal **PROPOSAL**.
- **Investigate, Inquire, Synthesize:** Through formal research, interviews, and fieldwork you will build background knowledge and seek to become an expert (or authority) in your chosen field. You will organize and document your research and create a **RESEARCH PAPER** that clearly demonstrates and effectively communicates what you have learned.
- **Design, Create, Craft:** You've done your planning and building background knowledge; now it's time to take action. During this phase of your senior expedition you will do your fieldwork and create your **PRODUCT**. You will apply your research as you seek to answer your essential and guiding questions.
- **Communicate:** The presentation is a demonstration of what you have accomplished. This formal **PRESENTATION** communicates your research (and all your hard work) to the larger community—both within Four Rivers and in the broader community beyond the school.

The Class

Senior Expedition is taught as part of senior seminar. This class meets 4 times per week per trimester and covers a range of topics related to senior year and post-Four Rivers planning. It is taught by the senior expedition coordinator and supported by senior advisors and the college counselor. The class is to facilitate the process: guiding you through the phases of your expeditions and creating time in school for you to do what needs to be done. Senior seminar is organized by crew: you will work with your crew and your advisor, although there will be times when all seniors will come together for lessons related to the work we are doing.

Process Conferences

To help you shape your expedition and move successfully through the project, your advisor will meet with you weekly during seminar time for a progress check-in. You will have conference guides to help organize your work and to help your advisor keep track of how you are doing. The conference guides will be part of your final senior expedition binder. The senior expedition advisors will complete trimester reports on your progress. If you are not meeting project requirements at these times, we will schedule a meeting with you and your parents / guardians to address the problems you are having.

The Senior Expedition Binder

You will need a 1” 3-Ring Binder to store all materials related to your expedition. You’ll use your senior expedition binder to record the entire process you follow. *Your topic and essential questions should appear on the cover page of your binder, along with your name and advisor.* Listed below are the **required** sections for your binder and what should be found there. The sections reflect the four assessed elements of your project (**Proposal, Research Paper, Product, Presentation**).

I Proposal: Think, Plan, Collaborate

- Brainstorming and idea generation
- Proposal draft
- Tuning Protocol feedback
- Panel feedback
- Formal Proposal
- Rubrics and feedback
- Progress notes

II. Research: Investigate, Inquire, Synthesize

- Articles (annotated/ highlighted) Hard copies of the articles and information you took notes on.
- Notes of interviews – minimum of two required
- Other research materials - Audio/video tapes , photos or sketches, maps, etc.
- Research paper drafts and final copy
- Annotated bibliography (see example in appendix 2)
 - 5 sources minimum
 - two must be interviews with content experts
 - two must be books or periodicals
- Rubrics and feedback
- Progress notes

III. Product: Design, Create, Craft

- Product Ideas
- Blue print for product design
- Evidence of product development and refinement
- Evidence of final product
- Rubrics and feedback
- Progress notes

IV. Presentation: Communicate

- Presentation outline
- Lesson plan
- Presentation notes
- Rubrics and feedback
- Progress notes

The Senior Expedition Proposal: Think, Plan, Collaborate

The first formal element of the Senior Expedition is your proposal. Using the steps outlined below you will develop a formal proposal for your expedition.

1. Sketch pre-proposal plan
2. Present your plan to your senior seminar group for tuning
3. Using feedback from the tuning protocol, develop and write your formal proposal. Two peers and the senior expedition advisor will review it and suggest any final edits or revisions.
4. After receiving feedback finalize and/or revise any aspects of your proposal and present it to a committee comprised of two students, the senior expedition coordinator, your advisor, and the principal.
5. If there are any aspects of your proposal that still do not **meet** standards, revise again.
6. When your proposal has been approved, develop a clear and detailed timeline for your work, and articulate any further guiding questions to focus your research.

Your Senior Expedition Proposal will contain:

- An introduction to your topic of study. This includes a statement of why it is of interest to you *or why is it important*, and how will it push you to expand your current knowledge and skills.
- An essential question that drives your work and frames the purpose of your expedition.
- Guiding questions that shape your research strategy—they establish a research base for your project.
- A research outline - How do you plan on answering your research questions? What books, websites, people, and fieldwork might help you?
- Initial thoughts on fieldwork: What experts might you need to work with? Where could you do this work?
- Initial thoughts on your product: What might you create using the knowledge you've gained? Who would it be for and what purpose would it serve?
- Names of any mentors or experts you have identified already, including any Four Rivers teachers or staff and members of the community outside the school.
- Ideas for how and where you might present your work when it is finished.

Senior Expedition Proposal Outline

Name: _____

Topic: _____

Introduction - Project Overview & Essential Question(s):

Research – Research outline with guiding questions & possible sources (Including any outside experts and possible Four Rivers mentor:

Product Ideas:

Presentation Ideas:

Proposal Rubric - Senior Expedition

Student: _____
 Reviewer: _____

Date: _____

Item	Not passing	Ap+	Mt	Ex
Project Overview	Scope and purpose of the project is not clear.	Scope and purpose of the project are articulated. Opportunities for academic rigor and stretching limits are evident.	Scope and purpose of the project are clearly articulated. Author's passion for and interest in the field is clear. Opportunities for academic rigor are evident.	Scope and purpose of the project are exceptionally clear. Author's passion for and interest in the field is clear. Significant opportunities for academic rigor and stretching limits are evident.
Guiding Questions	Questions have obvious answers that require no investigation or are too vague to allow for purposeful investigation; no clear action follows from the questions	Questions are somewhat specific, but lack clear purpose Allow for investigation of some depth and limited actions	Questions are specific Allow for in-depth investigation Reflect purpose Lead to specific actions	Questions are exceptionally clear in focus and purpose; allow for multiple avenues of investigation and actions
Research Outline	Research outline is missing or is overly general – no specific sources and given	Research outline includes guiding questions and specific reference to multiple possible information sources. There is some connection to the guiding questions.	Research outline is complete, includes clear guiding questions and multiple and varied information possible sources. There is a clear connection between the sources and the guiding questions	Research outline is complete and provides an extensive listing of possible sources. There is a clear connection between the sources, guiding questions and the expeditions essential question.
Product Ideas	Product idea is missing or overly vague.	Possible product and an authentic audience for it is identified.	Possible product and audience is identified. There is a genuine need for the product and a identified audience that would benefit from its creation	There is a clear connection between the product and its relationship to the essential question. There is a genuine need for the product and a identified audience that would benefit from its creation
Presentation Ideas	No evidence of having given thought to a presentation.	A general description and some supporting details are provided	A detailed description and some supporting details are present.	A detailed description and supporting details are present. Consideration to location, content, and teaching activity are evident.

Research: Investigate, Inquire, Synthesize

Senior expedition requires you to collect and present evidence of the research you do on your topic. You are responsible for creating a research section in your binder that contains summaries, details and notes you took during the research phase. This section needs to contain the following:

- Articles (annotated/ highlighted)
 - Keep hard copies of the articles and information you took notes on.
- Notes of interviews – minimum of two required
- Other research materials - Audio/video tapes, photos, sketches or other research artifacts
- Annotated bibliography (see example in Appendix 3)

Your research will be completed and assessed according to the criteria on the research rubric on the next page. Once you've completed that, it is then time to write a paper in which you consolidate and synthesize the research you completed. This means you take the information you've gathered and tell us what it all adds up to: how it helps to answer your essential and guiding questions. The basic requirements of this paper are described below. Regardless of where you find your information, it is imperative that you document your research well. Undocumented research is a form of plagiarism, which as you know is a wicked bad academic no-no – can't do it, ever. In addition, please be sure to note and adhere to the guidelines below when finding and using research materials.

Research Guidelines:

- a. 5-10 sources total
- b. Must have different types (books, articles, interviews, on-line resources etc.) of resources. At least two interviews are required
- c. no less than 2 books or academic journal articles

Your Research Paper will:

- a. summarize major trends and findings related to your topic
- b. discuss your learning and note interesting information
- c. synthesize information from multiple sources in an attempt to answer your guiding questions
- d. discuss how your research will inform your fieldwork, product, and your project as a whole
- e. be typed and formally written, following standards for writing with excellence.

Research and Writing Rubric: Senior Expedition

Category	Not Passing	Ap+	Mt	Ex
Content	Overview of the field is missing or overly brief No attempt is made to answer the guiding questions	Includes an overview of the field An attempt is made to answer guiding questions Research relates to final product	Includes a detailed overview of the field Guiding questions are answered Research relates to final product	Goes significantly beyond the expectations for meeting level work.
Style	Has little or no variety in sentence length or complexity Contains ineffective and imprecise words choices Does not establish a tone or engage audience	Language conveys the intended message, but may lack precision and interest Has some variety of sentence length and complexity Contains some appropriate and effective word choice Voice is inconsistent but somewhat engages audience	Language conveys the intended message in precise and interesting ways Sentences are well-built, with strong , varied sentence structure Word choice is precise, effective and/or striking Voice creates intended tone; engages audience	Goes significantly beyond the expectations for meeting level work.
Conventions & Syntax	Has many errors in two or more of the following elements: Spelling, Punctuation, Sentence structure, Usage Convention errors interfere with the meaning of the text; sentences cannot easily be parsed	Has some errors in one or more of the following elements: Spelling, Punctuation, Sentence structure, Usage Convention errors occasionally interfere with the flow and/or meaning of the text	Has few or no errors in Spelling, Punctuation, Sentence structure, Usage Convention errors do not interfere with the flow and/or meaning of the text	The paper adheres to rules of convention and syntax throughout.
Sources & citations	Not all sources are used Citations fail to follow MLA guidelines	All required sources are used, are related to the guiding questions, and are mostly cited according to MLA guidelines	All required sources are used and help to answer the guiding questions . Sources are cited according to MLA guidelines	Goes significantly beyond the expectations for meeting level work.

Product

Design, Create, Craft

The Product is the section of your project where you use your knowledge to create something that has real value or use in the school community or beyond. In creating your product, the qualities of craftsmanship are especially important; that is, your product must be **well-made and/or well-designed**. If possible, an expert in a field related to your topic will join the panel and evaluate the product of your expedition.

Product Rubric: Senior Expedition

Student _____ Date _____

Category	Not Passing	Ap+	Mt	Ex
Purpose & Audience	The product is not original and is of little or no use to its intended audience or users.	The product has a somewhat defined purpose and audience and with some work would be useful to the target audience	The product has a clear and defined purpose, and could be used by the target audience	Goes beyond the criteria for meeting level work
Design/Content	<p>The product is poorly designed, created with little or no emphasis on the design process</p> <p>The product has little or no substantial content</p>	<p>The product shows evidence of first steps in a design process</p> <p>The product has some substantial content but would benefit from revision</p>	<p>Documentation of at least one prototype is available, along with evidence of design improvements being incorporated into the final product.</p> <p>The product has substantial content and is informative and of use to others</p>	<p>There is evidence of multiple “prototypes” with each successive version showing design improvement</p> <p>The product exceeds the criteria for meeting level work, with exceptionally substantial and detailed content</p>
Craftsmanship	<p>The product is poorly made with little attention to detail or craftsmanship. It’s unfinished and contains numerous significant flaws.</p> <p>The product is poorly edited and is not professionally presented.</p>	<p>The product is mostly complete or complete but with flaws still evident. Some attention to detail and craftsmanship is evident</p> <p>The product has been edited and an effort has been made to create a professional presentation, but still needs work</p>	<p>The product is complete and well made with significant attention to detail. Significant craftsmanship is evident and no major flaws are present.</p> <p>The product is well-edited and is professionally presented</p>	<p>All components of the product exceed meeting criteria for craftsmanship and demonstrate exceptional attention to detail and quality.</p> <p>The product has few, if any, flaws and the presentation is of professional quality.</p>

Presentation

Communicate

Your Senior Expedition presentation is your chance to show off your hard work, so you need to be well prepared. Members of the senior class, your parents or guardians, mentors, some Four Rivers juniors and the senior expedition advisor will be invited to be in the audience. The entire presentation, including your lesson, should run no less than 20 minutes and no more than 35 minutes. It will be followed by 10-15 minute question period. Your presentation will be evaluated by the Senior Expedition Panel plus invited experts. In order to demonstrate that you are ready to present, you need to complete a final conference with your senior expedition advisor during which you will present your completed senior expedition binder. After completing this you will be assigned a presentation date and time. We strongly recommend that you rehearse your presentation in front of an audience. The week preceding presentations is reserved for practicing your presentation and revising it. Any student who does not pass the presentation will be required to do it again, in Latin.

Unique and Technical Requirements:

Let your senior expedition advisors know

- what, if any, technology and equipment you require for your presentation – computer projector, projection screen, loudspeakers, overhead projectors, etc.
- if you have any unique requirements - a specific space, a podium, or if you'll need to bring in winged, hooved finned or fanged animals, large equipment, or anything else that one typically does not encounter in a school and may require special arrangements.

Teaching Activity

All presentations must include a lesson through which audience members learn for themselves something about your discoveries. In other words, you will teach what you have learned. The lesson can be as creative as you like, so long as it includes clear learning targets that lets your “students” know what they are expected to accomplish and is in no way threatening to property or life (you will not pass if the building burns or if any of your “students” perish).

Guidelines for Organizing Your Presentation

1. Plan an **introduction** that:

- a. Introduces you as a learner
- b. Explains your motivation for choosing your topic
- c. States your essential questions and guiding research questions.

2. Plan **the development of your presentation** to fit within the time frame. The purpose is to show what you've learned from your research and from the process of completing your final project, so getting the timing right means ensuring that you can include everything you've done. Clear evidence of the knowledge you have gained is essential.

Topics you may choose to address include, but are not limited to, the following:

- The development of your EQ and how you chose your topic.
- Major trends and discoveries in your content area
- How your research helped you answer your EQ
- Explanation and demonstration of your product
- Process used to create product
- Highs and lows of the process
- What worked well and what didn't
- How you addressed and met the expectations for the project
- What you would do next should you choose to continue this project.

4. Your **conclusion** will:

- Reflect on your personal growth
- Leave the audience with something to think about
- Include an attempt to answer your guiding questions.

Presentation Rubric: Senior Expedition

Student: _____ Reviewer _____ Date: _____

Category	Not Passing	Ap+	Mt	Ex
Organization	<p>The presentation is disorganized, hard to follow, and with little or no use visual aids.</p> <p>Fails to meet minimum length or goes significantly beyond time limit.</p>	<p>Somewhat clear progression.</p> <p>Some problems with use of time – either too slow or rushed</p> <p>Mostly easy to follow and understand</p> <p>Visual aids are used and are somewhat effective</p>	<p>Logical progression</p> <p>Time used well</p> <p>Easy to follow and understand</p> <p>Visual aids help rather than distract</p>	<p>Goes significantly beyond the expectations for meeting level work.</p>
Knowledge	<p>Content knowledge lacking depth, with significant gaps evident</p> <p>Unable to answer related questions.</p> <p>No supporting materials and/or materials are irrelevant to presentation</p> <p>EQ and GQ's not answered.</p>	<p>Content knowledge somewhat evident, with some gaps apparent.</p> <p>Able to partially or generally answer relevant questions</p> <p>Supporting materials that are relevant to presentation</p> <p>EQ and GQ's are partially or mostly answered</p>	<p>Significant content knowledge evident</p> <p>Questions answered confidently and with detail</p> <p>Supporting materials are relevant and contribute to a better understanding of topic</p> <p>EQ and GQ's are fully answered</p>	<p>Goes significantly beyond the expectations for meeting level work in answering essential and guiding questions.</p>
Delivery/Style	<p>Little or no attention is given to the delivery or style.</p> <p>Appears awkward or disengage with many aspects of the project.</p> <p>Demonstrates little or no enthusiasm or confidence</p>	<p>Some attention given to mechanics such as voice, emphasis, humor, eye contact, pace, and rhythm.</p> <p>Demonstrates partial degree of enthusiasm and confidence re: materials and/or content. Seems comfortable with most aspects of the project.</p>	<p>Effective use of mechanics such as voice, emphasis, humor, eye contact, pace, and rhythm.</p> <p>Demonstrates enthusiasm and confidence re: materials and/or content. Seems comfortable with project as a whole</p>	<p>Presentation exceeds the criteria for meeting: it is “polished” and of professional quality in all regards.</p>
Lesson	<p>No lesson is included</p> <p>Lesson is unrelated to the body of knowledge being explored.</p> <p>Lesson has no clear objective for participants</p>	<p>Lesson is included, is on topic, and somewhat engages audience members in acquiring new knowledge, understanding or skill, but is not well organized or planned</p>	<p>Lesson fits seamlessly with other aspects of the presentation, engages audience in an activity that is directly connected to the presentation and leads to acquisition of new knowledge, understanding or skill.</p> <p>Well planned and organized</p>	<p>Exceeds the criteria for meeting in it's content, organization and delivery.</p>

Reviewer Feedback

Presentation strengths: what did this presenter do especially well?

Room for improvement: in what ways could this presenter improve his or her presentation?

Highlights: what were some of the most interesting or engaging parts of the presentation?

A Note on the Final Assessment of the Expedition

Your Senior Expedition will be assessed according to the four major components: planning, research, product, and presentation. The overall project must meet *minimum* requirements in order for the student to complete this graduation requirement. A senior who does not meet minimum requirements must revise elements of the project as needed before s/he can graduate.

Appendix 2: Sample Annotated Bibliography and MLA Documentation Guidelines

When you annotate each entry of your bibliography be sure to:

- quickly identify/summarize the author's main point and/or thesis
- tactfully and intelligently identify the *value* of this resource
- explain how/why this resource applies to your project

**Howard, Jean. "Crossdressing, the Theatre, and Gender Struggle in Early Modern England."
Shakespeare Quarterly. 39 (1998): 418-40.**

Howard argues that cross-dressing (as both fact and idea) threatened the social order in Elizabethan England. According to the author, the social order, based on strict principles of hierarchy and subordination, was mirrored and turned "inside out" within the realm of the theatre. In direct reference to *Twelfth Night*, the author defends the idea that rather than being a cross-dresser, or transvestite per se, Viola simply adopts her style of dress as "a practical means of survival" as well as a way to keep "alive a brother believed drowned." Her final assertion is that the theatre as a social institution signified a change and subsequently blurred the boundaries between class and gender. Overall, Howard outlines and defends her thesis well, using historical and literary data to back up her many claims. This supports my senior project research by emphasizing the historical existence of cross-dressing and gender issues in Elizabethan England as well as Shakespeare's plays. Ultimately, this will help me address my Guiding Question: **How are gender issues within a society reflected in literature of those specific time periods?**

1. Book by a single author:

Tatar, Maria. *Off with Their Heads! Fairy Tales and the Culture of Childhood*. Princeton: Princeton UP, 1992.

2. Book by two or three authors:

Eggin, Suzanne, and Diana Slade. *Analyzing Casual Conversation*. London: Cassell, 1997.

3. Book by more than three authors:

Gilman, Sander, et al. *Hysteria Beyond Freud*. Berkeley: U of California P, 1993.

4. An anthology or compilation:

Allende, Isabel. *A Hammock beneath the Mangoes: Stories from Latin America*. Trans. Margaret Sayers Peden. Ed. Thomas Colchie. New York: Plume, 1992. 83-88.

5. A work in an anthology:

Allende, Isabel. "Toad's Mouth." *A Hammock beneath the Mangoes: Stories from Latin America*. Trans. Margaret Sayers Peden. Ed. Thomas Colchie. New York: Plume, 1992. 83-88.

6. An article in a reference book (encyclopedia, dictionary, thesaurus, etc.):

Allen, Anita L. "Privacy in Healthcare." *Encyclopedia of Bioethics*. Ed. Warren T. Reich. Rev. ed. 5 vols. New York: Macmillan-Simon, 1995.

7. An introduction, foreword, preface, or afterword:

Doody, Margaret Anne. "In Search of the Ancient Novel." Introduction. *The True Story of the Novel*. New Brunswick: Rutgers UP, 1996. 1-11.

8. A translation:

Esquivel, Laura. *Like Water for Chocolate*. Trans. Carol Christensen and Thomas Christensen. New York: Doubleday, 1992.

9. A government publication:

Dept. of Labor. *Childcare: A Workforce Issue*. Washington: GPO, 1988.

10. An article in a scholarly journal (separate pages for each issue):

Albada, Kelly F. "The Public and Private Dialogue about the American Family on Television." *Journal of Communication*. 50.4 (2000): 79-110. (volume 50, issue 4, pub. 2000, pages of article)

11. An article in an online scholarly journal:

Dane, Gabrielle. "Reading Ophelia's Madness." *Exemplaria* 10.2 (1998). 22 June 2002
<<http://web.english.ufl.edu/english/exemplaria/danefram.htm>>.

12. An article in a newspaper:

Jeromack, Paul. "This Once, a David of the Art World Does Goliath a Favor." *New York Times*. 13 July 2002, New England ed.: A13+

13. An article in a magazine:

Paul, Annie-Murphy. "Self-Help: Shattering the Myths." *Psychology Today*. Mar.-Apr. 2001: 60-68.

14. A film:

It's a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. 1946. DVD. Republic, 2001.

15. An online document (indicating path of access):

"This Day in Technology History: August 20." *History Channel.com*. 2002. History Channel. 14 May 2002 <<http://historychannel.com/>> Path: Technology History; This Day in Technology History.

16. A television program:

"Yes...but Is It Art?" Narr. Morely Safer. *Sixty Minutes*. CBS. WCBS, New York. 19 Sept. 1993.

17. A radio program:

"Death and Society." Narr. Joanne Silberner. *Weekend Edition Sunday*. Natl. Public Radio. WUWM, Milwaukee. 25 Jan. 1998.

18. A sound recording (specific song):

Holiday, Billie. "God Bless the Child." Rec. 9 May 1941. *The Essence of Billie Holiday*. Columbia, 1991.

19. An interview (personal):

Rowling, J.K. E-mail interview. 8-12 May 2002.

20. An interview (broadcast):

Wiesel, Elie. Interview with Ted Koppel. *Nightline*. ABC. WABC, New York. 18 Apr. 2002.

Appendix #3: Formulating Essential Questions

Source: McTighe, Jay and Grant Wiggins. *The Understanding by Design Handbook*.

Essential Questions *Do*:

- ❑ Have no *one* obvious right answer; they are not intended to yield a simple answer. EQ's serve as "doorways" into focused discussion, inquiry and research.
- ❑ Raise other important questions, often across subject-area boundaries.
- ❑ Recur naturally. The same important questions are asked and re-asked throughout one's learning. For example, first-graders as well as college students can productively examine "What is great literature and what makes it "great?""
- ❑ Are framed to provoke and sustain interest.

Essential Questions *Do Not*:

- ❑ Use "I" or "me."
- ❑ Have a "yes" or "no" quick answer that needs little explanation.
- ❑ Have answers that are essentially lists- example: "What are the tools carpenters use when building a house?"

Sample EQs:

- Does art reflect or shape culture?
- How do effective writers "hook" and hold their readers' attention?
- Why have people debated the concept of owning land? Can land/property ever truly be "owned?"
- How do typography, climate, and natural resources influence how people live and work?
- In what ways does the Constitution attempt to limit abuse of government power?

Sample EQs with corresponding sub-questions:

EQ: In nature, what evidence, if any, suggests that only the strong survive?

- How do insects use natural resources to survive?
- How do insects adapt to changing conditions in their environment?
- How does the structure of an insect enable it to survive?

EQ: Why do people in the United States have so many health problems?

- What is meant by a "balanced diet?"
- How might we encourage people to maintain a healthy diet?
- Does "healthy" mean the same thing for everyone?

EQ: In what ways does art reflect and shape culture?

- What role do masks play in various cultures?
- What do masks and their various uses reveal about a culture?
- What tools, techniques, and materials are used when creating masks?

Remember! Ask yourself whether your EQ fits the criteria above...if not, rewrite it!

Senior Expedition Planning Guide

When your proposal has been approved and you enter the research phase of your expedition, here are some practices that might be helpful to you in planning and organizing your time and work.

Research:

1. Make a section in your senior expedition binder for research notes.
2. Look at your guiding questions: they may be quite distinct and separate or you may be able to group them into pairs or small clusters. This can help as you begin your research.
3. Pick a guiding question or cluster of questions and begin a search using key words from the question or questions. Remember you are looking for printed texts (books, journals, gov't documents, etc...) as well as internet sources. Often times the internet can lead you to titles of books, which you can then find by doing a catalog search of town and college libraries.
4. INTERVIEWS CAN HELP A LOT! If you start your research by looking for experts to interview, you can save yourself a lot of time. Experts can point you to sources and help you streamline your research, as well as help you refine your guiding questions.
5. As you do your research, keep track of the sites you visit and the books/journals you use. You can copy URL's and build a bibliography as you go; also when you make notes, it will help a lot to get them into your binder. It will save you time in the end.
6. If you get stuck, don't just sit there! Ask for help! Any of the three senior advisors are available for consultation and guidance as you go, but start by talking with your advisor. Sometimes, when you aren't finding the information you need, rewording your search can turn up all kinds of new information and sources.

Writing:

Once your research is done, it may be helpful to start writing while what you have learned is still immediate and fresh in your mind. For students who are planning to do more intensive fieldwork, writing a first draft is enough. Your field experiences may enrich or change your perspective in ways that may change the direction of your writing, so it makes sense to do your revisions following your fieldwork.

Remember: your essential question is the basis of your thesis: your thesis is the beginning of an answer to your essential question. Again, ask your advisor or any of the senior advisors for help if you get stuck or don't know how to begin.

Attached is a planning calendar that lays out your senior expedition time, along with a list of expedition-related tasks. You can take items from the task list and schedule "by when" dates on the calendar to establish hard and fast deadlines on your own or with the help of your advisor.

NOTE: The second week of March has been blocked out for senior expedition fieldwork. Students who want more time may be able to do fieldwork in the three weeks between February vacation through the second week in March. This is **ONLY** for students who have a clear plan and a mentor. **It is not the case that all seniors have this time off to work on their senior expeditions outside of school.** So, if you want that time for fieldwork, start thinking now! Also, those students whose products must be finished in May due to weather still need to hand in binders, completed research paper and presentation plans on May 1.

Task List

Research

- Find at least 3 articles or books (hard copies)
- Find at least two experts to interview
- Set up interviews – minimum of two required
- Find other research materials, if needed - Audio/video tapes , photos or sketches
 - 5 sources minimum (2 internet, 2 books/articles, interviews)
 - must include notes from interviews with experts
 - No more than 2 internet sources
- Complete research notes

Fieldwork and Product

- Formalize Product Ideas
- Finish “blue print” for product design; this includes knowing what materials, facilities, time and assistance you’ll need to make your product
- Identify mentors and places to do fieldwork
- Check-ins on product development and fieldwork plans
- Finish final product

Presentation

- Presentation outline
- Lesson plan
- Invitations to any guests/experts who will contribute to presentation

Senior Expedition Calendar
Sept – Dec break

MONDAY	TUESDAY	THURSDAY	FRIDAY
Sept 14 – work on proposals/tunings this week	15	17	18
21	22	24	25 Finished proposals due
28 Proposal Presentation	29 Proposal Presentation	OCT 1 Proposal Presentations	2 Proposal Presentations
5	6	8	9
12	13	15	16 Proposal revisions (if needed) due
19	20	22	23
26 WARNING DATE	27	29	30
2	3	5	6
9	10	12	13
16	17	19	20
23	24	Thanksgiving break	
30	1	3	4
7	8	10	11
14	15	17	18
21	22 WARNING DATE	Holiday break	

WARNING DATES: You may be in trouble if, by:

- Oct 26, you do not have an approved proposal
- Dec 2 , you have not completed the first four tasks on your research task list