



DRIVING QUESTION

How can we use our voices and what we have learned from reading *Night* to speak out about injustices in the world today?

PROJECT SUMMARY

In this project, students will explore the theme of “voice” in *Night* and examine how indifference and speaking out can shape human experiences in times of injustice. Students will analyze *Night* and connect its themes to modern issues that matter to them personally. Working individually and in teams, students will research a contemporary cause, develop an authentic product (podcast, photo essay, op-ed, digital exhibit, or another medium of their choice), and present their work to a public audience. Through this process, students will learn research skills, rhetorical analysis (SPACECAT), and persuasive communication while developing empathy, critical thinking, and the confidence to use their own voices for change.

REAL-WORLD CONTEXT

Students use authentic genres (op-eds, podcasts, exhibits, campaigns) that mirror real tools for speaking out. They learn to research credible sources, cite properly, and communicate persuasively using rhetorical strategies. The project makes real impact by allowing students to raise awareness about an issue of personal importance and share their work with audiences beyond the classroom. It connects to their concerns, interests, and identities because students choose the cause they research and the format of their product.

PRODUCTS & AUDIENCE

Students created a multimedia product to share in the media center with central office staff.

STUDENT REFLECTIONS

- “The rough draft was very helpful for our product because we were able to get feedback from our teacher and peers on what could make our project better, and what needed a little fixing, which impacted our project significantly for the better.”
- “I learned that with enough research unlocks a lot of creativity.”
- “I feel like I learned a lot from this topic about why people are struggling with their mental health and how they can fix it. Just because you are struggling doesn’t mean you can’t get better and help the situation.”

NC PORTRAIT OF A GRADUATE SKILLS GAINED



COLLABORATION



ADAPTABILITY



COMMUNICATION



PERSONAL RESPONSIBILITY



EMPATHY



LEARNER'S MINDSET



CRITICAL THINKING

TEACHER REFLECTION

“This is the second time I have done this PBL, and I personally feel like it improved from the first time we did it in the fall. Students still seemed to grasp and apply fundamental rhetorical techniques, and they had creative products. I believe the key to this PBL is student choice; because they can select their groups, their topics, and their product types, they tend to produce strong products.”