



## DRIVING QUESTION

How can we use graphs to tell the story of a real-world event?

## PROJECT SUMMARY

Students will use a combined group topic to create individual real-world story graphs that represent different components of their topics. They will also describe all of the features of their graphs with justifications. They will then present as a whole group their unique graphs and describe the features.

## REAL-WORLD CONTEXT

Students are taking real-world examples to create their graphs. Their graphs will have to make context within the real world. Students can pick their specific graph within their real-world context so they can choose what interests them.

## PRODUCTS & AUDIENCE

Students created posters that tell the story of their graphs to publicly display.

## STUDENT REFLECTIONS

- “It was good to check our stories and graphs back to the Driving Question we were focusing on to make sure they supported one another.”
- “It made me focus on a timeline more. We originally were looking at months when changing to weeks would have allowed a better story.”
- “The idea of working together and sharing our stories with our peers and the teacher really helped our professionalism.”
- “As a freshman, this project really helped me grow with working with people, being responsible, and also giving feedback and ideas in a constructive manner.”
- “I grew my communication skills despite my mostly nonverbal team. It really made me think of the most effective ways to build going forward.”
- “I feel like every PBL I am able to get slightly more comfortable with presenting in a classroom setting.”
- “I felt like the part of the group contract about what to do if a member is absent was a great idea.”

## NC PORTRAIT OF A GRADUATE SKILLS GAINED



COLLABORATION



COMMUNICATION



CRITICAL THINKING



PERSONAL RESPONSIBILITY



LEARNER'S MINDSET

## TEACHER REFLECTION

“Overall, I think the students had a good time connecting what we were doing in class to real world situations. Several students even tried to find examples that would require negative values. However, I think this project could benefit from more structure to help the students.”