



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 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 shared their products in the media center with other classes and WCPSS’ Senior Director of Communications Sara Clark.

STUDENT REFLECTIONS

- “I learned to respect the perspectives of other people, and I also learned that when you collaborate with others you get something great.”
- “I learned how to take criticism and improve on what I have done in order to make it the best.”
- “The group contract’s conflict norms helped guide us to a compromise.”
- “I liked the way we had the option to create certain rules and norms to establish our group’s limitations.”

NC PORTRAIT OF A GRADUATE SKILLS GAINED



ADAPTABILITY



EMPATHY



COLLABORATION



LEARNER’S MINDSET



COMMUNICATION



PERSONAL RESPONSIBILITY



CRITICAL THINKING

TEACHER REFLECTION

“The PBL was a great way for students to see that their opinions matter, and that if they express themselves effectively, they can educate others and possibly initiate change. My favorite part of the project was watching the students find connections between their classroom learning and their real life experiences. This is a project that I would love to revisit, as it seems that students enjoyed it. That said, in future versions of this PBL, I will make sure students explicitly understand protocols and that there is a specific audience for the presentations.”