

What's Your Source?
Energy in the 21st Century

Lindsay Bolduc & Caitlin Hutt

Rationale Behind the Project

- Student interest in alternative and renewable energy as well as “how energy works”
- District curriculum and state standards in science guided content
- Integration of social studies standards as well as mathematics, and English language arts
- Connection to *This We Believe* and *Bright Futures*
- Students see relevance in the topic

Project Set-Up and Guidelines

- **Daily Schedule**

8:00-8:25 Advisory Groups

8:25-9:25 Math/LA

9:25-11:25 Integrated Block:

Mini-lessons, team time, research,
guest speakers, work time

Lunch/Recess/Study Hall

12:45-1:15 Lit-Circle Discussion

1:15-1:45 SSR

- **Guiding Questions**

- Is your energy source renewable or not? (If it is non-renewable, how long is it expected to last?)
- Where does the energy source come from?
- Is it supplied for the United States or a foreign country?
- Is it possible to use your energy source on a large scale?
- How much disruption of the environment is involved in using this resource?
- Risks of environmental accidents?
- Disposal and storage
- History of support or opposition to using this source
- Are any jobs created or lost due to using this resource?
- Any health or safety risks affiliated with your energy source?
- Long term savings vs. short term costs

- What's Your Source Wiki

- Project Set-Up
- Research Journals
- Calendar
- Guidelines
- Rubrics
- Vocabulary

Student Choice

- Energy Source Focus
- Group and Individual Project Rubrics
- Lit-circle Calendar
- Choice within each project component
- Presentation at Energy Fair





Involving the Community



Real people, in the real world, think about these real issues too!!



Resources We Have Used to Get Going

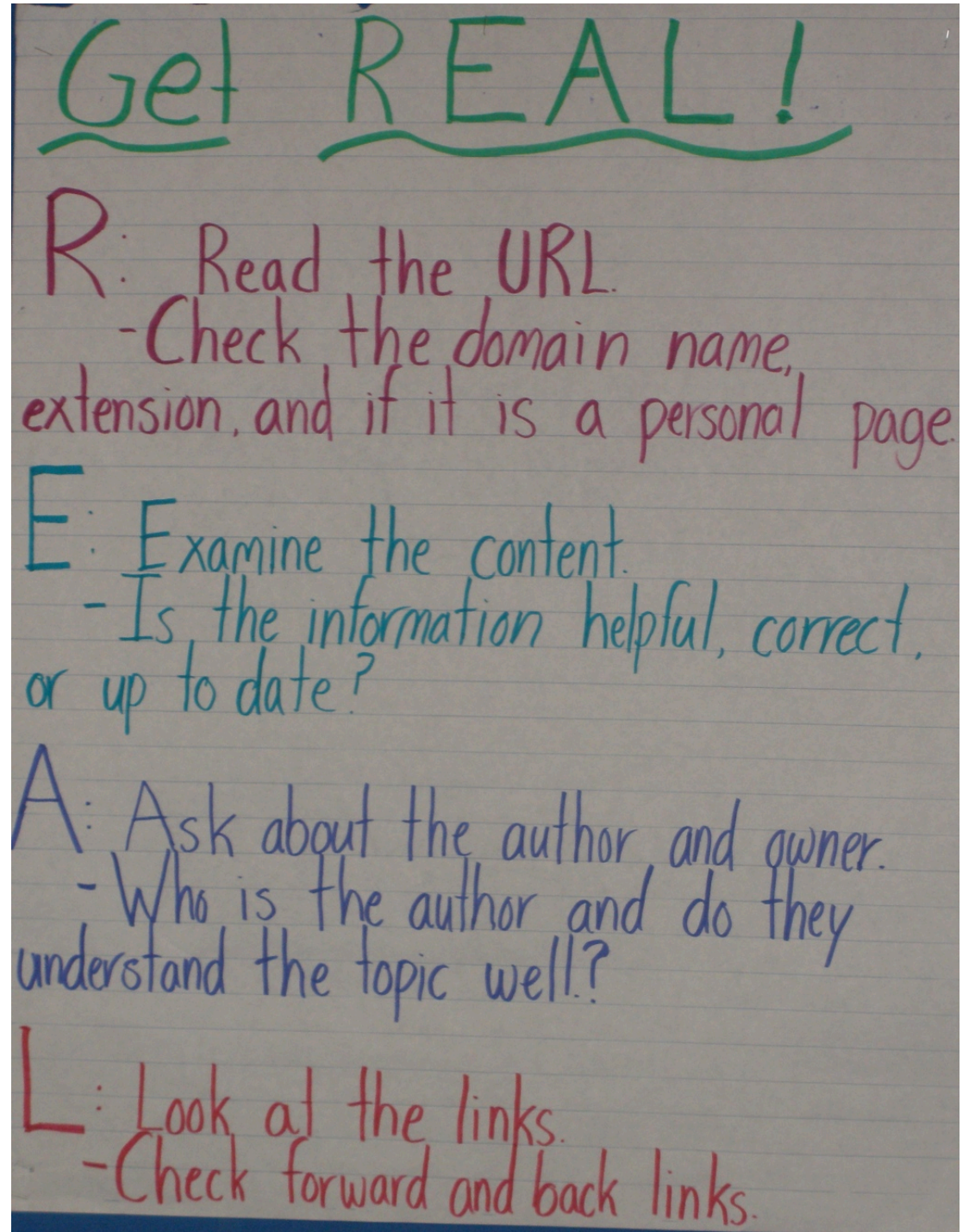
- *Soundings: A Democratic Student-Centered Education* by Mark Springer
- *Watershed: A Successful Voyage into Integrative Learning* by Mark Springer
- *Student-Oriented Curriculum: A Remarkable Journey of Discovery* by Wallace Alexander, Dennis Carr, and Kathy Mcavoy
- *This We Believe: Keys to Educating Young Adolescents*
NMSA
- *Bright Futures*
The Commission on Middle Level Education

Assessments

- Weekly Research Journals
- Weekly Self-Evaluations
- Checklists for Individual and Group Project Components
- Student Created Individual and Group Rubrics
- Observation Notes of Literature Circle Discussions

Mini-Lessons

- Introduction to Energy Sources
- Types of Energy
- How to be a Good Researcher
- “Get REAL” Using Reliable Digital Sources
- Open-Ended Questions for Literature Circle Discussion
- Types of Energy Simulation
- Citing Sources



Phoenix Rising Summary

- An area in Vermont is faced with the challenge of picking up the pieces after an explosion at a nearby nuclear power plant. Twelve-year-old Nyle and her grandmother find themselves taking in some refugees of the accident. Ezra and his mother lost everything including their home, all their possessions, and Ezra's father, who was the nuclear plant manager. Nyle confronts her fears of death and the opposition of her friends when she takes pity on this family and begins to help them move on with their lives. The young character learns the dramatic effects of the energy source their community depends on.

Connection to Literature

- Students will choose a way to compare and contrast what they have learned about their energy source to what they have learned about nuclear energy through reading *Phoenix Rising*.

