

## Lesson Plan 3: The Driving Question

### Lesson Objectives

- I can help create a question that drives my project that is open-ended (has many answers), that is focused, and is interesting to me.
- I can explain my ideas and ask classmates clarifying questions about their ideas in a small group.
- I can participate in a small group discussion by following agreed-upon rules and carrying out my assigned role.

### Standards

#### Common Core ELA

*CCSS.ELA-LITERACY.SL.4.1.B and CCSS.ELA-LITERACY.SL.5.1.B* Follow agreed-upon rules for discussions and carry out assigned roles.

*CCSS.ELA-LITERACY.SL.4.1.C and CCSS.ELA-LITERACY.SL.5.1.C* Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and (4.1.C link to)/(5.1.C elaborate on) the remarks of others.

*CCSS.ELA-LITERACY.SL.4.1.D* Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

*CCSS.ELA-LITERACY.SL.5.1.D* Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**Estimated Duration:** 50-70 minutes

### Materials

- Exit tickets from previous lesson
- Video: [BetterWorldDay](#)
- [Timer](#) for the class to reference
- 2-6 group roles worksheet (1 per group)
- 1-6 driving question planner (1 per group)
- Exit tickets (1 per student)

**Checking for Understanding:** Driving question worksheet and exit ticket

## Set-up

- Read through the section: [What is PBL?](#) and the [Driving Question](#) for help on writing a driving question and for examples.
- Read through the exit tickets from the previous lesson and pick the top issue/topic.
- Write the issue on the board and leave room underneath for student responses.
- Print a driving question worksheet for each group.
- Print group roles for each group (skip if working with 1-2 students).
- Open or download the video: [BetterWorldDay](#).
- Print and cut exit tickets.

## Procedures

### Introduction:

What is a  
Driving  
Question

10 minutes

- Explain to students that they will be involved in a project that focuses on an issue that was discovered at the local pond.
- Present the issue the student(s) chose from the previous lesson.
- Play the [BetterWorldDay](#) video for student(s) as a project example.
- Tell students that their goal is to create a driving question for their project while working in groups.
- The driving question must be open-ended, focused or narrowed, interesting, and something that can't be done with current knowledge (ex. planting trees). For this unit, it should also be something that promotes positive change within the community.
- Provide examples of driving questions:
  - How can we design a playground so that all students can play?
  - How can we stop bullying in our school?

### Group set-up

(skip section if  
working with  
only 1-2  
students)

20 minutes

- Assign students into groups of 4 and have them get into their groups.
- Discuss the group roles and have a group model a poor example. Discuss why this was a poor example.
  - ex. poor model - Students are talking over each other, no one is writing anything down, students walking around, etc.
    - Have students explain what went wrong.
- Have another group model a good example. Discuss why this was a good example
  - ex. good model - All students are looking at each other, staying on topic, and each person is following their role.
    - Have students explain what when right.
- Pass out the group driving question planner, and have students indicate their roles on the paper. Set a class timer for 1 minutes to allow groups to determine group roles.

<b>Group Work</b> 15 minutes	<ul style="list-style-type: none"> <li>● Set the timer for 10-15 minutes.</li> <li>● Allow students to work in groups while you visit each group making sure they stay on task and be available for clarification or questions.</li> <li>● If working with 1-2 students work with them to discuss or bounce ideas off to create a driving question.</li> </ul>
<b>Whole-Group Discussion</b> 15 minutes	<ul style="list-style-type: none"> <li>● Ask for a speaker of a group to volunteer to share their findings.</li> <li>● Write down student's driving questions on the board.</li> <li>● Repeat the process with all groups.</li> </ul>
<b>Exit Ticket</b> 10 minutes	<ul style="list-style-type: none"> <li>● Students will now vote on their favorite driving question by completing an exit ticket.</li> <li>● Pass out the exit ticket and have the students complete it.</li> </ul>