Suggestions for How Various Classes Can Participate

(Even When the Project Doesn't Directly Relate to Your Content)

ELA

(2+ classes) ELA classes can help students conduct the research (one of the first steps of each of the instructional models above) and write the reflection and/or create the slidedecks. This can include helping students understand what plagiarism is, what sources are considered credible, how to cite sources, how to outline a paper, how to revise and edit, and how to "publish" their work or communicate it to necessary audiences.

Geography

(1+ classes) Geography teachers can help students research where in the world their problem happens most often and look at geographic characteristics that contribute to the problem in these locations; this may even be a part of students' initial research. Students do not all need to study the same problem of industry; rather, the teacher will use an example problem of industry (say, access to clean water) and then demonstrate how to conduct research. As students conduct their own research, the teacher helps to facilitate by conferencing with students to help them find sources, analyze the information they've found, and draw conclusions to help them with the next steps for their interdisciplinary learning.

Government

(1+ classes) Government teachers can help students research the role of government in the current problem of industry. For example, what regulations exist around this problem? What do different governments around the world do about the problem? Are certain regulations helping or hindering the problem? How? What do legal scholars think should be done? Students do not all need to study the same problem of industry; rather, the teacher will use an example problem of industry (e.g., universal access to preschool) and then demonstrate how to conduct research. As students conduct their own research, the teacher helps to facilitate by conferencing with students to help them find sources, analyze the information they've found, and draw conclusions to help them with the next steps for their interdisciplinary learning.

History

(1+ classes) History teachers can help students research the history of this problem of industry. Was this a problem in the past? Why or why not? What has changed (or not changed) regarding this problem? How did people in the past attack this problem? Students do not all need to study the same problem of industry; rather, the teacher will use an example problem of industry (e.g., access to public transportation) and then demonstrate how to conduct research. As students conduct their own research, the teacher helps to facilitate by conferencing with students to help them find sources, analyze the information they've found, and draw conclusions to help them with the next steps for their interdisciplinary learning.

Mathematics

(1+ classes) Mathematics teachers can help students research the mathematics that undergird this problem of industry. These may be problems of economics, statistics, probability, etc.. Students do not all need to study the same problem of industry; rather, the teacher will use an example problem of industry (e.g., why are the majority of CEOs in the United States white and male?; does eating red meat constitute a significantly greater risk of cancer than other meats or vegetarianism) and then demonstrate how to conduct research about the economics, statistics, etc., and then analyze it from a mathematical perspective. As students conduct their own research, the teacher helps to facilitate by conferencing with students to help them find sources, conduct mathematical analyses of the information they've found, and draw conclusions to help them with the next steps for their interdisciplinary learning.

Psychology

(1+ classes) Psychology teachers can help students research what is known about human psychology that might influence this problem of industry. Students do not all need to study the same problem of industry; rather, the teacher will use an example problem of industry (e.g., why don't more people wash their hands after using the restroom?) and then demonstrate how to find applicable extant psychological research. As students conduct their own research, the teacher helps to facilitate by conferencing with students to help them find sources, analyze the information they've found, and draw conclusions to help them with the next steps for their interdisciplinary learning.

Science

(1+ classes) Science teachers can help students research the science behind the problem of industry. Students do not all need to study the same problem of industry; rather, the teacher will use an example problem of industry (e.g., how do the properties of oceans impact how boats can be made based upon our current available technologies) and then demonstrate how to conduct background research. As students conduct their own research, the teacher helps to facilitate by conferencing with students to help them find sources, analyze the information they've found, and draw conclusions to help them with the next steps for their interdisciplinary learning.

Sociology

(1+ classes) Sociology teachers can help students research the societal institutions or cultural mores that impact the problem of industry. Students do not all need to study the same problem of industry; rather, the teacher will use an example problem of industry (e.g., how does society view "free speech" and how does that impact journalism in that country?) and then demonstrate how to conduct background research. As students conduct their own research, the teacher helps to facilitate by conferencing with students to help them find sources, analyze the information they've found, and draw conclusions to help them with the next steps for their interdisciplinary learning.

World Languages: Current

(1+ classes) World language teachers can help students research how the problem of industry impacts people in countries that speak that language. Students do not all need to study the same problem of industry; rather, the teacher will use an example problem of industry (e.g., What access do people in Latin American countries have to fire and emergency services?) and then demonstrate how to conduct background research. As students conduct their own research, the teacher helps to facilitate by conferencing with students to help them find sources, analyze the information they've found, and draw conclusions to help them with the next steps for their interdisciplinary learning.

World Languages: Latin

(1+ classes) World language teachers can help students think through how figures from Roman history either did or WOULD react to the problem of industry. Students do not all need to

study the same problem of industry; rather, the teacher will use an example problem of industry (e.g., How did Romans ensure that those who lived in the city of Rome had access to clean drinking water??) and then demonstrate how to conduct background research or engage in imaginative role-plays regarding how the historical figure might have responded. For research, the teacher helps to facilitate by conferencing with students to help them find sources, analyze the information they've found, and draw conclusions to help them with the next steps for their interdisciplinary learning. For imaginative role-plays, students can write journals as if they are the historical figure come to live in the current year, create a skit showing how the historical figure would have responded, etc..

Fine Arts (Musical, Visual, Theatre)

(1+ classes) Fine Arts teachers can help students research how the arts play a role in the problem of industry. Are there songs/artworks/theatrical productions about this topic? How have they influenced how people see the problem? Students do not all need to study the same problem of industry; rather, the teacher will use an example problem of industry (e.g., climate change) and then demonstrate how to conduct research regarding how this phenomenon is being explored through the relevant artistic mode. As students conduct their own research, the teacher helps to facilitate by conferencing with students to help them find sources, analyze the piece of art, and draw conclusions to help them with the next steps for their interdisciplinary learning.

OR (1+ classes)**:** Teachers can work with students to produce their own piece of art that either explores the problem or provides a potential solution to the problem.

NOTE: Fine Arts teachers are NOT expected to supply materials or necessarily carry the "bulk" of the project...unless it fits with their curriculum and *they choose* to do so.