Culminating Project

GRADES 6-12

Overview

This activity is geared toward participants in grades 6-12. The estimated amount of time to deliver this lesson is three 60-minute sessions.

Using sources shared in each section of this *Inclusive Histories on Historic Naval Ships* toolkit, participants will create a presentation, essay, or performance answering one of the following questions: What led individuals to serve the Navy when some Navy policies were exclusionary? How could a crew member's opportunity be limited by policy? What leads to change in the U.S Navy?

This lesson will take two or more sessions to complete. The first session will involve assigning the project and identifying potential arguments. The second session will provide time for participants to share their project with their peers.

Objective

Participants will be able to share information learned through materials in the toolkit in the form of a culminating project.

Materials

- ☐ Primary source documents
- ☐ Chart paper
- ☐ Markers

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Inquiry

Ask participants to answer the following questions:

- Who serves in the Navy today?
- How has who served in the Navy changed over time?

Investigation

Inform participants that they will be creating a response to a key question discussed in previous sections of the toolkit. The questions are:

- What led individuals to serve the Navy when some Navy policies were exclusionary?
- How could a crew member's opportunity be limited by policy?
- What leads to change in the U.S Navy?

Have participants self select the question they would like to investigate the most or assign questions to individual participants. Have participants form groups of four to five and hand out pieces of chart paper and markers to each group. Ask participants to discuss potential answers to that question and documents that might support their arguments.

Activity

Reiterate the questions participants will be exploring in their projects. Determine how participants will present their findings and if work will be individual or within pairs or groups. Options include: essay, slide show presentation, exhibition, found poetry from documents, timeline or fictional journal. Provide time for participants to work on their projects and set a date for participants to hand in and present their projects. Once completed, have participants present key arguments in their projects with a peer or with the whole group.

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Extension

In addition to having participants look through primary source documents mentioned in the curriculum guide, have participants look for additional primary sources to further add to their arguments. Participants can also include documents from after the Gulf War.

Additional Resources/References

Task Force One Navy 2021 Report to Enhance Navy Opportunity:

https://media.defense.gov/2021/Jan/26/2002570959/-1/-1/1/TASK%20FORCE%20ONE%20NAVY%20FINAL%20REPORT.PDF

For access to primary source documents:

http://docsteach.org/

https://www.fold3.com/

http://dp.la/

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