

## Fieldwork Time Log

**Student's Name:**

Matt Katz

**Fieldwork Project:** Civic Engagement

**Mentor's Name:**

Ms. Robles

Date	<b>Fieldwork with your Mentor:</b> Provide a description of all work completed under the direct guidance of your mentor.	Number of Hours
10/17	I went over to the middle school to present my First Amendment lesson to the students. The actual presentation aspect took about an hour, but then I spent about 20 minutes before the presentation to set up, and about 10 minutes afterwards to clean up. During my fieldwork, I not only had to go through my actual presentation, but I also had to introduce myself, and keep the students engaged through the entirety of the presentation.	1.5
9/10 10/11 10/17 11/11	During this time, I went over the middle school and met with Ms. Robles, my mentor, to talk about the lesson I wanted to present. Of the course of several meetings, I was able to create an outline for my lesson plan and learn of various improvements I could make to my presentation. Furthermore, I rehearsed with Ms. Robles a few days before I was going to present, to work out all the various elements of my project.	1
11/28	During this time, I observed Ms. Robles teaching in a classroom setting in order to obtain various strategies that could help my own presentation become more engaging. I also assisted some of her students with a research project they were conducting.	1
1/8	During this time, I went over to the middle school to find a new time to present and I also went over various ways I could improve my presentation	1
1/31	I went over to the middle school to present my First Amendment lesson to the students. The actual presentation aspect took about an hour, but then I spent about 20 minutes before the presentation to set up, and about 10 minutes afterwards to clean up. During my fieldwork, I not only had to go through my actual presentation, but I also had to introduce myself, and keep the students engaged through the entirety of the presentation.	1.5
4/3	During this time, I went over to the middle school and met with Ms. Robles to figure out when the next time when I could present was and various adjustments I should make to my presentation.	.5

# Applied Learning Project

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**Total Hours** \_\_\_\_\_

## Applied Learning Project

Date	<b>Independent Fieldwork:</b> Provide a description of all fieldwork you complete independently.	Number of Hours
9/20 9/28 10/25	During this time, I began to work on my actual presentation. Taking advantage of the fieldwork time I was given in class, along with time outside of school, I used the research I had previously gathered to put together a presentation. I also spent a lot of time trying to figure out various ways to make my presentation engaging to middle school students, which I was able to do by making my presentation even more interactive.	2.5
9/17 9/18	During this time, I conducted a lot of my research for my presentation. Of course, I used various online sources and books to gather some of the basic information. However, I also talked with Mr. Foley and Mr. Caisse about some of the specific court cases that I should make sure to include in my presentation. I also used online videos about the First Amendment that helped me gather more information, some of which, I even decided to include in my presentation.	3
11/27 12/14	During this time, I attend various democratic town committee functions in order to become more civically engaged in my community. At the functions, I met various members of the committee, who were interested to hear how politically engaged students at MHS were, and it opened up various doors for civic engagement projects I could work on.	3.5
12/2	During this time I met with Nancy Madonna, the head of an organization called "Mansfield Votes." Nancy presented Sethu and I and with the project of creating a social media platform for the organization in order to get young people more civically engaged.	1
11/27 11/30 12/14	During this time, I created a handout and a review sheet that I hope to bring to my next presentation. The handout will help make my project even engaging and allow students to have information on my topic. Ms. Robles requested that I make the review sheet so we can see how much her students learn from my presentation.	3
1/27 1/28 1/29	During this time, I practiced my presentation to prepare for the "actual" presentation that I conducted two days later. During this time, I had to make copies, edit my presentation, and practice public speaking.	2
12/27 12/30 1/15 1/20	During this time, I did various work for Mansfield Votes, specifically for their Instagram page. Most of this time was spent filming, and thinking of time various videos that could be made.	3.5

## Applied Learning Project

1/9	During this time, I went to a Neponset Valley Young Democrats meeting. At the meeting I learned about potential opportunities that I could be involved down the road.	1.5
1/16 1/21 2/10 2/15	During this time, I worked on making videos for the Mansfield Votes Instagram page. This included brainstorming, filming, editing, and posting.	4
3/20	During this time, I attended a democratic town committee meeting at the Mansfield Airport, where I learned about local politics.	1.5
3/18	During this time, Sethu and I went to Cusi to discuss future ideas we have regarding the Mansfield Votes.	1
4/5	During this time, I made major adjustments to my presentation, as Ms. Robles instructed me to do so.	2
2/23	During this time, Sethu and I met and began to edit a new video for Mansfield Votes that starred Senator Doug Jones	1.5

**Total Hours** \_\_\_\_\_

### Fieldwork Log: Progress Report Rubric

**NOTE:** Completion of 20 hours of fieldwork under the guidance of a mentor is a required component of the ALP. Students cannot successfully complete ALP without having fulfilled this requirement.

The following rubric is an assessment not of your fieldwork but of your fieldwork log and its contents.

#### Fieldwork with Mentor

<b>Dates</b>	5
Each entry in the log includes the specific date that the hours were logged. All dates are current and include all fieldwork since the last fieldwork log submission.	5
<b>Hours</b>	5
Each entry in the log lists how much time you dedicated to your fieldwork during those individual dates. Hours are included for all fieldwork completed since the last log submission.	5
<b>Descriptions</b>	15
Each entry includes a detailed description of all aspects of the project that were worked on during each individual date. Descriptions are included for all fieldwork since the last fieldwork log submission.	15

#### Independent Fieldwork

<b>Dates</b>	5
Each entry in the log includes the specific date that the hours were logged. All dates are current and include all fieldwork since the last fieldwork log submission.	5

# Applied Learning Project

<b>Hours</b>	5
Each entry in the log lists how much time you dedicated to your fieldwork during those individual dates. Hours are included for all fieldwork completed since the last log submission.	5

<b>Descriptions</b>	15
Each entry includes a detailed description of all aspect the project that were worked on during each individual date. Descriptions are included for all fieldwork since the last fieldwork log submission.	15

<b>Overall progress toward end project</b>	Exemplary	Acceptable	Making Progress	Limited Progress
Student is making acceptable progress toward the mid year goal of 8 hours work on their project.	<b>X</b>			

\*Late assignments will be penalized 5% per day late).

**Comments:**

**Points Received:** \_\_\_\_\_ **50/50**