After attending a POGIL (Project Oriented Guided Inquiry Learning) workshop at a previous JMM, I began introducing POGIL activities into my Calculus I and Calculus II classes. Using a combination of objective assessments, personal observations, and surveys of student attitudes and perceptions, this paper explores the effects of using POGIL in the Calculus I class, in terms of student learning and attitudes, and also addresses some of the challenges in instituting POGIL activities to students who are more accustomed to passive learning. (Received September 12, 2016)