



Name: Bridget Federspiel

School: Stivers School for the Arts **Grade Level:** 9-12

Lesson Plan Title: History Fair – Introduction and explanation of project
Step One – Choosing a Topic
Time – entire class period (45 minutes)

Content Area(s)	American/World History
Unit/Concepts Benchmarks)	Social Studies Skills and Methods – 9 through 12
Learning Objectives	To understand the purpose and structure of National History Day. To describe the overall theme for the History Fair To discuss possible topics for the History Fair To begin a selection of a topic to explore for the History Fair project
Ohio Standards (list)	<p>9th grade standards</p> <ol style="list-style-type: none"> 1. Detect bias and propaganda in primary and secondary sources of information. 2. Evaluate the credibility of sources for: <ol style="list-style-type: none"> a. Logical fallacies; b. Consistency of arguments c. Unstated assumptions d. Bias 3. Analyze the reliability of a sources for: <ol style="list-style-type: none"> a. Accurate use of facts; b. Adequate support of statements; c. Date of publication 4. Develop and present a research project including: <ol style="list-style-type: none"> a. Collection of data; b. Narrowing and refining the topic; c. Construction and support of the thesis <p>10th grade standards</p> <ol style="list-style-type: none"> 1. Determine the credibility of sources by considering the following: <ol style="list-style-type: none"> a. The qualifications and reputation of the writer; b. Agreement with other credible sources; c. Recognition of stereotypes d. Accuracy and consistency of sources e. The circumstances in which the author prepared the source 2. Critique evidence used to support a thesis. 3. Analyze one or more issues and present a persuasive argument to defend a



	<p>position.</p> <p>11th grade standards</p> <ol style="list-style-type: none"> 2. Determine criteria by which arguments will be judged. 3. Identify advocacy groups and obtain public policy information they produce. 4. Adjust a research question or topic based on information obtained while conducting research. 5. Choose a position on an issue and develop a rationale for that position. 6. Critique the conclusions drawn from survey and research data by questioning: <ol style="list-style-type: none"> a. Sample size; b. Demographics; c. The sponsoring organization; d. Logic of the conclusions reached. 7. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts). <p>12th grade standards</p> <ol style="list-style-type: none"> 1. Obtain and evaluate information from public records and other resources related to a public policy issue. 3. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data. 4. Develop a research project and make formal presentations to the class and/or community members using: <ol style="list-style-type: none"> a. Key terms; b. Support for main ideas; c. Examples; d. Statistics and other evidence; e. Visual aids; f. Formal citation of sources. <p>Respond to questions and feedback about presentation knowledgeably and civilly.</p>
<p>Preparation for Teacher (Historical background that teacher must do to prepare for lesson)</p>	<ul style="list-style-type: none"> • Before the lesson, a bulletin board is constructed to help spark interest in the students. (see Teacher Resource #1). Include the theme and due date for topic selection. (Theme changes from year to year – check the NHD web page) • Visit the National History Day web page (www.nationalhistoryday.org) and become familiar with information concerning the background of the contest, states that participate, etc. This will help the teacher answer questions from the students. Visit this site frequently. • Copy the list of possible topics from the National History Day web page. Add additional topics of your own. Create a handout of all the possible topics for the students to use. (See example #1 for possible construction of handout.)
<p>Core Activities (Detail in steps with division of time)</p>	<ol style="list-style-type: none"> 1. Motivational Set – Ask students if they have ever participated in science fair. What did they do? Did they learn from their experience? What did they enjoy about it? (5 min) 2. Explain the National History Day competition. Emphasize that the competition encourages students to explore different areas of history, through



	<p>primary and secondary research, and that students create presentations of their research. Tell them that the contest begins at the local level and proceeds through the regional, state and finally national level. Have the students hold off on their questions until after the video (5 min)</p> <ol style="list-style-type: none"> 3. Show the video on National History Day (6 min) 4. Ask students if they have questions about the video. Explain to them that the history fair will be a long process, taking several months to finish. Time will be given in class for some of the research but students will have to use time outside of class to construct their final project. (5 min) 5. Students will probably have several questions about the types of projects in the history fair. Tell them that the projects will be explained in a month. The purpose for today’s lesson is to introduce the history fair, identify the theme for the project and explain some possible topics for the project. (2 min) 6. Use the bulletin board to identify the theme to the students. Ask the students what they think it means. (3 min) 7. Pass out handout of topics to students. Carefully read over topics as a class, taking time to discuss them. Allow students time to brainstorm additional topics. Place these on the board or overhead. If a student suggests a topic which is too broad, explain to him how that can be narrowed to a more specific topic. (See example in notes) (15 min) <p>End the class by telling the students to begin thinking of a topic that they are interested in researching. Remind them that the topic must be related to the theme. (5 min)</p>
<p>Overview of Student Activities</p> <ul style="list-style-type: none"> •How will you & your students be using technology? •What learning strategies will be implemented? (<i>i.e., independent and or group work</i>) •How will you communicate student expectation? (<i>rubric</i>) •What products will be developed by students? <p>What skill(s) (Bloom’s Taxonomy) is/are used in the activity(s)? (in bold)</p>	<p>Students will view video “National History Day”</p> <p>understand the purpose and structure of National History Day.</p> <p>describe the theme for the History Fair</p> <p>discuss possible topics for the History Fair</p> <p>recognize possible topics for the History Fair project</p> <p>Students will begin the selection of a topic. In two weeks, students will complete a worksheet for their topic selection. Students will decide to work independently or in a group in order to complete their history fair project</p>
<p>Resources/Materials</p> <p>List software, websites, references, etc.</p>	<p>National History Day www.nationalhistoryday.org</p> <p>Video –“Introduction to National History Day” – 6 min.</p> <p>Ohio History Day http://www.ohiohistory.org/resource/edserv/ohd/</p>
<p>Collaboration/Sharing</p> <ul style="list-style-type: none"> •How will this lesson support the inter disciplinary process? How will student products be showcased? 	<p>English, Art, Theatre, Music, Dance, Visual Arts</p>
<p>Assessment</p> <ul style="list-style-type: none"> •How will student products and/or process be assessed? •Are you using a rubric? 	<p>For the next week, take 2-4 minutes at the beginning of class to remind students of their topic choice. Place additional topic choices (from brainstorming session) on the bulletin board. Remind students that topic selections must be made by a</p>



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	specific due date (on bulletin board). Encourage them to keep exploring possible topics.
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Notes:

Timeframe – The History Day project will take several months to complete. The lessons are designed to be incorporated into the normal teaching schedule. The lessons are spaced out over a long period. Many do not require the entire class period to complete.

Sample schedule:

- October – choose a topic
- November – begin research
- December – essay paper (typically due before holiday break) also view “Generation H” video
- January – process paper and annotated bibliography
- February – project due

** From December to February students will be creating their project (paper, exhibit, performance or documentary)

Selection of topic

Students tend to choose too broad of topics, such as Native Americans or Africa. Help them select narrow topics by showing this example

Africa

- South Africa
- Apartheid
- 1991-2004 – What is the state of South Africa since the apartheid ended?

Remember the theme for this example was : Exploration, Encounter, Exchange





Name: Bridget Federspiel

School: Stivers School for the Arts **Grade Level:** 9-12

Lesson Plan Title: History Fair – Making a decision: Finalizing topic choice
Time – approx. 20 min.

Content Area(s)	American/World History
Unit/Concepts Benchmarks)	Social Studies Skills and Methods – 9 th through 12 th
Learning Objectives	Select topic for History Fair Confirm how the topic is related to the theme of the History Fair Determine if student will work individually or with a group
Ohio Standards (list)	<p>9th grade standards</p> <ol style="list-style-type: none"> 1. Detect bias and propaganda in primary and secondary sources of information. 2. Evaluate the credibility of sources for: <ol style="list-style-type: none"> a. Logical fallacies; b. Consistency of arguments c. Unstated assumptions d. Bias 3. Analyze the reliability of a sources for: <ol style="list-style-type: none"> a. Accurate use of facts; b. Adequate support of statements; c. Date of publication 4. Develop and present a research project including: <ol style="list-style-type: none"> a. Collection of data; b. Narrowing and refining the topic; c. Construction and support of the thesis <p>10th grade standards</p> <ol style="list-style-type: none"> 1. Determine the credibility of sources by considering the following: <ol style="list-style-type: none"> a. The qualifications and reputation of the writer; b. Agreement with other credible sources; c. Recognition of stereotypes d. Accuracy and consistency of sources e. The circumstances in which the author prepared the source 2. Critique evidence used to support a thesis. 3. Analyze one or more issues and present a persuasive argument to defend a position. <p>11th grade standards</p> <ol style="list-style-type: none"> 2. Determine criteria by which arguments will be judged. 3. Identify advocacy groups and obtain public policy information they produce. 4. Adjust a research question or topic based on information obtained while conducting research. 5. Choose a position on an issue and develop a rationale for that position. 6. Critique the conclusions drawn from survey and research data by questioning:



	<ol style="list-style-type: none"> a. Sample size; b. Demographics; c. The sponsoring organization; d. Logic of the conclusions reached. <p>7. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts).</p> <p>12th grade standards</p> <ol style="list-style-type: none"> 1. Obtain and evaluate information from public records and other resources related to a public policy issue. 3. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data. 4. Develop a research project and make formal presentations to the class and/or community members using: <ol style="list-style-type: none"> a. Key terms; b. Support for main ideas; c. Examples; d. Statistics and other evidence; e. Visual aids; f. Formal citation of sources. <p>Respond to questions and feedback about presentation knowledgeably and civilly.</p>
<p>Preparation for Teacher (Historical background that teacher must do to prepare for lesson)</p>	<ul style="list-style-type: none"> • Allow between 10 days and two weeks from topic introduction to actual selection of topic. Remind students daily by referring to the History Day bulletin board of the topic selection due date. • Use topic selection worksheet (worksheet #1) for students to complete in class. Make a transparency of the worksheet for the overhead. <p>This lesson will only take approximately 20 minutes in class. The students will turn in the worksheet the following day.</p>
<p>Core Activities (Detail in steps with division of time)</p>	<ol style="list-style-type: none"> 1. Remind students that they have had two weeks to explore a topic for their history day project. (1 min.) 2. Ask the students what the theme is for the project (hopefully they answer correctly). Ask them if they have any questions about the theme. (time will vary a little – 5 min) 3. Pass out the topic selection worksheet. 4. Explain to the students that their projects may be individual or group (up to five students) *** Teachers – you are able to set your own rules concerning the size of the groups; If you prefer smaller groups, make the adjustment. The max. in a group is five, set by NHD. Tell them that the projects will be evaluated separately for individuals and groups. For instance, all individual performers will compete with other individual performers, not group performers. Encourage them to choose wisely since they will be working with their group for the next few months. (5 min) 5. Identify the questions on the worksheet. Have them fill in the NHD theme (second question) in class. Remind them that they are trying to show how their topic relates to the theme. (7 min) 6. Tell them the worksheet is due in class the next day. You will read each



	<p>worksheet and make suggestions for the students (narrow their topic, possible issues to explore, places to begin their research, etc) (2 min)</p> <p>NEXT DAY/CLASS Collect worksheets at beginning of class and congratulate students at completing the first step of the History Fair project – topic selection. Tell the students you will return the worksheet within a week (or whatever is possible) and then they will begin the next step, research.</p>
<p>Overview of Student Activities</p> <ul style="list-style-type: none"> •How will you & your students be using technology? •What learning strategies will be implemented? (<i>i.e., independent and or group work</i>) •How will you communicate student expectation? (<i>rubric</i>) •What products will be developed by students? <p>What skill(s) (Bloom’s Taxonomy) is/are used in the activity(s)? (in bold)</p>	<p>Students will view a transparency of the worksheet on the overhead as the teacher is discussing it.</p> <p>Select topic for History Fair Confirm how the topic is related to the theme of the History Fair Determine if student will work individually or with a group</p> <p>Students will receive points for completing worksheet and turning it in on time. Corrections and suggestions will not affect points. In some instances, students will be instructed to chose another topic (if it is too narrow or inappropriate) Teacher should work individually with those students who need additional time to submit another worksheet.</p>
<p>Resources/Materials List software, websites, references, etc.</p>	<p>Review topics on National History Day website</p>
<p>Collaboration/Sharing</p> <ul style="list-style-type: none"> •How will this lesson support the inter disciplinary process? <p>How will student products be showcased?</p>	<p>Inform other teachers of the project in case students approach them for help. Let your media center specialists know of the project too. English teachers can aid the students with creating a thesis statement.</p>
<p>Assessment</p> <ul style="list-style-type: none"> •How will student products and/or process be assessed? •Are you using a rubric? 	<p>Students will receive points for completing worksheet and turning it in on time. Corrections and suggestions will not affect points. In some instances, students will be instructed to chose another topic (if it is too narrow or inappropriate). Teacher should work individually with those students who need additional time to submit another worksheet.</p>

Notes: Make copies of all the topic worksheets before returning them to the students. Create files for the students and keep them in the classroom. This will be helpful if student groups are in different classes. The students can store information in their files



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A NEW DAY IS DAWNING! *K-12 Lesson Plan Template*



Name: Bridget Federspiel

School: Stivers School for the Arts **Grade Level:** 9-12

Lesson Plan Title: History Fair – Students as Historians: Research, research, research
Time – entire class period (45 min)

Content Area(s)	American/World History
Unit/Concepts Benchmarks)	Social Studies Skills and Methods – 9 th through 12 th
Learning Objectives	Obtain historical data. Formulate historical questions. Distinguish between a primary source and a secondary source. Identify the author or source of the historical document or narrative. Differentiate between historical facts and historical interpretations. Identify relevant historical antecedents. Evaluate research.
Ohio Standards (list)	<p>9th grade standards</p> <ol style="list-style-type: none"> 1. Detect bias and propaganda in primary and secondary sources of information. 2. Evaluate the credibility of sources for: <ol style="list-style-type: none"> a. Logical fallacies; b. Consistency of arguments c. Unstated assumptions d. Bias 3. Analyze the reliability of a sources for: <ol style="list-style-type: none"> a. Accurate use of facts; b. Adequate support of statements; c. Date of publication 4. Develop and present a research project including: <ol style="list-style-type: none"> a. Collection of data; b. Narrowing and refining the topic; c. Construction and support of the thesis <p>10th grade standards</p> <ol style="list-style-type: none"> 1. Determine the credibility of sources by considering the following: <ol style="list-style-type: none"> a. The qualifications and reputation of the writer; b. Agreement with other credible sources; c. Recognition of stereotypes d. Accuracy and consistency of sources



	<ol style="list-style-type: none">e. The circumstances in which the author prepared the source2. Critique evidence used to support a thesis.3. Analyze one or more issues and present a persuasive argument to defend a position. <p>11th grade standards</p> <ol style="list-style-type: none">2. Determine criteria by which arguments will be judged.3. Identify advocacy groups and obtain public policy information they produce.4. Adjust a research question or topic based on information obtained while conducting research.5. Choose a position on an issue and develop a rationale for that position.6. Critique the conclusions drawn from survey and research data by questioning:<ol style="list-style-type: none">a. Sample size;b. Demographics;c. The sponsoring organization;d. Logic of the conclusions reached.7. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts). <p>12th grade standards</p> <ol style="list-style-type: none">1. Obtain and evaluate information from public records and other resources related to a public policy issue.3. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data.4. Develop a research project and make formal presentations to the class and/or community members using:<ol style="list-style-type: none">a. Key terms;b. Support for main ideas;c. Examples;d. Statistics and other evidence;e. Visual aids;f. Formal citation of sources. <p>Respond to questions and feedback about presentation knowledgeably and civilly.</p>
<p>Preparation for Teacher (Historical background that teacher must do to prepare for lesson)</p>	<ul style="list-style-type: none">• After evaluating the topics that the students chose, begin collecting research sites that will be helpful for the students. Contact your media center specialist for suggestions. Again, visit the National History Day website for research tips and suggested sites.• Students must keep record of research that they may or may not use in their project. Therefore, as they conduct research have them complete a research log citing date, source, author, and importance of the information. Students must learn to use organizational aids to help with their project. (Worksheet #2) Make a transparency of worksheet for use on the overhead• Check with your school to see if the students have an Internet permission slip on file.• Change bulletin board to reflect second step of the History Day project: research. (See Teacher Resource #2)



	<ul style="list-style-type: none"> • Have handouts pertaining to important research sites available to students. Include any information, such as passwords, about on sites available through the school district which are also available at home (Example #2)
<p>Core Activities (Detail in steps with division of time)</p>	<ol style="list-style-type: none"> 1. Begin the class by pointing out the change on the bulletin board. Inform students that they will start the second step of the History Day project, researching their topic. Students will now practice being historians. Students will work independently or with their group (if in the same classroom). (2 min.) 2. On the board or overhead, ask students about possible places to obtain information (Internet, library, media center, university, Historical Society, museums). (3 min.) 3. Ask students to differentiate between primary sources and secondary sources. Have them give examples of the two. Verbally quiz the students about the two types of sources. For examples, a newspaper from 1913 about the Dayton Flood is a primary source but a newspaper from 1963 reporting on the 50th anniversary of the Dayton Flood is a secondary source. Make sure to include personal interviews in the category, along with photographs, music, videos and various Internet sites. (time will vary according to skill and experience of students with primary and secondary sources – 10 to 15 min) 4. Inform the students that they will have 3 days for research in the school media center. They will begin their research by identifying and reading secondary sources, such as articles and encyclopedias. This will provide the students with an overview of their topic and an understanding of it broader historical context. After 1 day of secondary research, students will want to start to do more in-depth research in primary sources. This may take them to libraries, the Internet, along with museums, archives, and historical sites. They may also want to conduct oral interviews with people who participated or experienced the event they are researching. Students will want to also look for maps, photographs, videos and artifacts concerning their topic. It is important to keep track of all information that they encounter. (5 min) 5. Pass out the research log worksheet. Place a transparency of the log on the overhead and explain the various columns (Date, source, name, author, information, bias and credibility) Students must analyze their sources and evaluate the bias and credibility of each source. Emphasize that students must remember to consider the perspective of the source. For instance, a victim’s perspective of an event will be different than a bystander’s perspective of the same event. The teacher will collect research logs at the end of the three-day research period in the media center. (5 min) 6. Give students the handout of possible research sites available on the Internet. Inform them these are credible sites that contain both secondary and primary sources. Explain that some sites are available through their home computer if they use the appropriate log-on passwords. (2 min.) 7. Give students time to think of additional questions. Give additional directions pertaining to media center’s rules. (2 min.) <p>Move to the center to begin research</p>



<p>Overview of Student Activities</p> <ul style="list-style-type: none"> •How will you & your students be using technology? •What learning strategies will be implemented? (<i>i.e., independent and or group work</i>) •How will you communicate student expectation? (<i>rubric</i>) •What products will be developed by students? <p>What skill(s) (Bloom's Taxonomy) is/are used in the activity(s)? (in bold)</p>	<p>Teacher will use overhead to display worksheet Students will work independently or with group members, if in the same classroom. The research log allows the teacher to evaluate the work the students are doing in the media center. Students will create a log of research sites for their topic.</p> <p>Collect historical data. Formulate historical questions. Distinguish between a primary source and a secondary source. Identify the author or source of the historical document or narrative. Differentiate between historical facts and historical interpretations. Identify relevant historical antecedents. Evaluate research.</p>
<p>Resources/Materials List software, websites, references, etc.</p>	<p>Ohio History web site lists several possible research sites. http://www.ohiohistory.org/resource/edserv/ohd/#pix</p>
<p>Collaboration/Sharing</p> <ul style="list-style-type: none"> •How will this lesson support the inter disciplinary process? How will student products be showcased? 	<p>English</p>
<p>Assessment</p> <ul style="list-style-type: none"> •How will student products and/or process be assessed? •Are you using a rubric? 	<p>Students will receive credit (points) for using the research log. It is not based on the number of sources listed, rather it is evaluated on the overall use of the log. Each column filled out, carefully noting importance of research.</p>

Notes: The number of days devoted to research will vary according to the needs of the students and the teacher. Students who have limited computer access at home may need additional research time in the classroom. Teachers can allow students to go to the media center after completing classroom work.



Name: Bridget Federspiel

School: Stivers School for the Arts **Grade Level:** 9-12

Lesson Plan Title: History Fair – Presentation of topic (What type of entry will I do?)
Time – approximately 25 minutes

Content Area(s)	American/World History
Unit/Concepts Benchmarks)	Social Studies Skills and Methods – 9 th through 12 th
Learning Objectives	Demonstrate how the researched information is best presented for the History fair Analyze and separate researched information into a visual presentation.
Ohio Standards (list)	<p>9th grade standards</p> <ol style="list-style-type: none"> 1. Detect bias and propaganda in primary and secondary sources of information. 2. Evaluate the credibility of sources for: <ol style="list-style-type: none"> a. Logical fallacies; b. Consistency of arguments c. Unstated assumptions d. Bias 3. Analyze the reliability of a sources for: <ol style="list-style-type: none"> a. Accurate use of facts; b. Adequate support of statements; c. Date of publication 4. Develop and present a research project including: <ol style="list-style-type: none"> a. Collection of data; b. Narrowing and refining the topic; c. Construction and support of the thesis <p>10th grade standards</p> <ol style="list-style-type: none"> 1. Determine the credibility of sources by considering the following: <ol style="list-style-type: none"> a. The qualifications and reputation of the writer; b. Agreement with other credible sources; c. Recognition of stereotypes d. Accuracy and consistency of sources e. The circumstances in which the author prepared the source 2. Critique evidence used to support a thesis. 3. Analyze one or more issues and present a persuasive argument to defend a position. <p>11th grade standards</p>



	<ol style="list-style-type: none"> 2. Determine criteria by which arguments will be judged. 3. Identify advocacy groups and obtain public policy information they produce. 4. Adjust a research question or topic based on information obtained while conducting research. 5. Choose a position on an issue and develop a rationale for that position. 6. Critique the conclusions drawn from survey and research data by questioning: <ol style="list-style-type: none"> a. Sample size; b. Demographics; c. The sponsoring organization; d. Logic of the conclusions reached. 7. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts). <p>12th grade standards</p> <ol style="list-style-type: none"> 1. Obtain and evaluate information from public records and other resources related to a public policy issue. 3. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data. 4. Develop a research project and make formal presentations to the class and/or community members using: <ol style="list-style-type: none"> a. Key terms; b. Support for main ideas; c. Examples; d. Statistics and other evidence; e. Visual aids; f. Formal citation of sources. <p>Respond to questions and feedback about presentation knowledgeably and civilly.</p>
<p>Preparation for Teacher (Historical background that teacher must do to prepare for lesson)</p>	<ul style="list-style-type: none"> • Familiarize yourself with the four formats used in the History Day competition. Don't feel compelled to use all four – you may choose which types of entries for your students. For instance, you may not want the students to write a historical paper. Make the entries fit your specific classroom. • Seek out help within your school for the various entries. For instance, the media specialist or computer teacher may be available to help students create Power Points or videos. The theatre teacher may be willing to help students with their performance entries. • Change the bulletin board again. Identify the types of formats you will be discussing on the bulletin board. Give a short explanation of the each format. Make transparencies of these to use when explaining formats to the students. • Make copies of the rules pertaining to each format and make them available on the bulletin board. (See Teacher Resource #3 and Handouts #1-4) • This lesson will only take approximately 20-25 minutes. It is to inform the student of the various ways of creating their entry.
<p>Core Activities (Detail in steps with division of time)</p>	<ol style="list-style-type: none"> 1. Ask students how their research is going (answers vary – remind students of resources available on the bulletin board. (1 min.)



	<ol style="list-style-type: none"> 2. Point out the changes on the bulletin board. Inform the students that they know must begin thinking of how they will present their research. Assure them that the project due date is still months away, but they must now begin evaluating how they will show their research. (1 min.) 3. Use the overhead to introduce the different types of formats. <ul style="list-style-type: none"> • Historical paper – it is the traditional method of presenting historical research and interpretation; students should be strong writers; they may choose to write an historically-based creative paper such as a epic poem or fictional diary. The paper must be between 1500 and 2500 words (this usually scares students away) This format is for individual entries only. You can not be working in a group and do a paper. • Exhibit – this is a visual display of your research; it is similar to a museum exhibit; Labels and captions are used to inform the viewer of your topic, thesis and interpretation. It is usually placed on a three sided board but does not have to limited to that – students are encouraged to be creative in designing their exhibit, just adhere to the size regulations (40” wide, 30” deep and 6’ tall); the exhibit must be visually stimulating while at the same time telling the viewer what you want them to know; titles are very important and arrangement of information is critical to understanding your thesis; there is also a word limitation on the exhibit: 500 words (does not include quotes) • Documentary – the students can become ‘Ken Burns’ for this format; they can create a videotape, slide show, or Power Point presentation. It uses film, video, photographs, along with music, excerpts from tapes and voice overs to present their topic; The documentary can only be 10 minutes long, which may interest some students, but is more difficult to create than an exhibit • Performance – this is a dramatic portrayal of a topic; it must be original and creative; it is not a speech full of facts; it can be a monologue or a group acting out a specific event that ties to the topic; performances are also limited to 10 minutes in length. Students should write out their script and practice it. Props and music are encouraged; but students must not rely on outside people to help them with their performance (10-12 min) 4. Ask students if they have any questions. (answer as best as you can; if you don’t know an answer , tell the students you will get back to them)If they ask about specific rules tell them you just want them to be thinking about the type of format for their topic. Rules explanation will be at another time. Don’t overwhelm the students with the specific rules of each entry, yet. (5min.) <p>Tell the students for the next two weeks they need to continue doing research on their own and begin to choose what type of format is best for their project. (1 min)</p>
<p>Overview of Student Activities</p> <ul style="list-style-type: none"> •How will you & your students be using technology? •What learning strategies will be implemented? (<i>i.e., independent and or group work</i>) 	<p>Overhead is used to show the different formats for projects Information will be given in a large group setting. Students are told to choose one format for the topic presentation. This will be outlined in an upcoming paper. Demonstrate how the researched information is best presented for the History fair</p>



<ul style="list-style-type: none"> •How will you communicate student expectation? (<i>rubric</i>) •What products will be developed by students? <p>What skill(s) (Bloom's Taxonomy) is/are used in the activity(s)? (in bold)</p>	<p>Analyze and separate researched information into a visual presentation.</p>
<p>Resources/Materials List software, websites, references, etc.</p>	<p>Rules book for NHD gives a brief description of each type of format. Access rules at NHD web site. "Contest Rule Book" http://nationalhistoryday.org/02_contest/02.html</p> <p>May review short video on NHD and show specific formats during class (for instance, student in video is performing a monologue on allowing Jackie Robinson to play baseball on an all white team; exhibits displayed in background; students presenting and defending papers)</p>
<p>Collaboration/Sharing</p> <ul style="list-style-type: none"> •How will this lesson support the inter disciplinary process? How will student products be showcased? 	<p>English, Art, Theatre, Music, Dance, Visual Arts, Media Specialist, Computer Lab teacher</p>
<p>Assessment</p> <ul style="list-style-type: none"> •How will student products and/or process be assessed? •Are you using a rubric? 	<p>At the beginning of the next class, verbally quiz students over the four types of projects allowed in the National History day competition. (or trick them by asking for the 7 types , individual and group)</p>



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A NEW DAY IS DAWNING! K-12 Lesson Plan Template



Name: Bridget Federspiel

School: Stivers School for the Arts **Grade Level:** 9-12

Lesson Plan Title: History Fair – Essay paper
Time – approximately 20 minutes

Content Area(s)	American/World History
Unit/Concepts Benchmarks)	Social Studies Skills and Methods – 9 th through 12th
Learning Objectives	Develop a research plan Interpret information Justify the choice of entry Calculate a time line of creating entry
Ohio Standards (list)	<p>9th grade standards</p> <ol style="list-style-type: none"> 1. Detect bias and propaganda in primary and secondary sources of information. 2. Evaluate the credibility of sources for: <ol style="list-style-type: none"> a. Logical fallacies; b. Consistency of arguments c. Unstated assumptions d. Bias 3. Analyze the reliability of a sources for: <ol style="list-style-type: none"> a. Accurate use of facts; b. Adequate support of statements; c. Date of publication 4. Develop and present a research project including: <ol style="list-style-type: none"> a. Collection of data; b. Narrowing and refining the topic; c. Construction and support of the thesis <p>10th grade standards</p> <ol style="list-style-type: none"> 1. Determine the credibility of sources by considering the following: <ol style="list-style-type: none"> a. The qualifications and reputation of the writer; b. Agreement with other credible sources; c. Recognition of stereotypes d. Accuracy and consistency of sources e. The circumstances in which the author prepared the source 2. Critique evidence used to support a thesis. 3. Analyze one or more issues and present a persuasive argument to defend a



	<p>position.</p> <p>11th grade standards</p> <ol style="list-style-type: none"> 2. Determine criteria by which arguments will be judged. 3. Identify advocacy groups and obtain public policy information they produce. 4. Adjust a research question or topic based on information obtained while conducting research. 5. Choose a position on an issue and develop a rationale for that position. 6. Critique the conclusions drawn from survey and research data by questioning: <ol style="list-style-type: none"> a. Sample size; b. Demographics; c. The sponsoring organization; d. Logic of the conclusions reached. 7. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts). <p>12th grade standards</p> <ol style="list-style-type: none"> 1. Obtain and evaluate information from public records and other resources related to a public policy issue. 3. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data. 4. Develop a research project and make formal presentations to the class and/or community members using: <ol style="list-style-type: none"> a. Key terms; b. Support for main ideas; c. Examples; d. Statistics and other evidence; e. Visual aids; f. Formal citation of sources. <p>Respond to questions and feedback about presentation knowledgeably and civilly.</p>
<p>Preparation for Teacher (Historical background that teacher must do to prepare for lesson)</p>	<ul style="list-style-type: none"> • Be prepared for students to balk against writing a 800 to 1000 word essay. You may want to break the essay down into smaller segments, adjusting for your students' abilities. • Make copies of the paper outline for the students. (Example #3) Create a transparency for use on the overhead • You may want to reserve the computer lab for a day for the students to write their paper. • This lesson will only take approximately 20 minutes. <p>Make a minor adjustment to the bulletin board by adding the due date for the essay. Have additional essay outlines available on the bulletin board for those students who lose their first handout. (See Teacher Resource #4)</p>
<p>Core Activities (Detail in steps with division of time)</p>	<ol style="list-style-type: none"> 1. Begin by asking students if they know what a “story board” is? (answers vary) Explain that a story board is used to create a layout of how a video /film will be made. It is similar to a blueprint for a house. It shows the steps of how a house or anything will be made. 2. Explain to the students in order to create their projects, they must have a plan.



	<p>Since they have chosen their topics and begun the process of researching, they now must outline how they will put all of the information together. This is accomplished by writing an essay.</p> <ol style="list-style-type: none"> 3. Reassure students that 800 – 1000 may appear like huge amount of writing and work. But, since it is divided into specific paragraphs, they need to focus on the theme of each paragraph and write the essay accordingly. If the students work on one paragraph a day, they will complete the essay within 2 weeks. Save all work on a disk so students can use the essay in the future for another part of their project. 4. Students working in groups need to complete only one essay per group. But, they should be working together on the essay. They may want to divide the essay into parts, assigning a different part to each group member. Or, working on it together. 5. Distribute handout, outlining essay. Place transparency on the overhead. Describe each paragraph of the essay, answering questions as the students think of them. 6. Refer to the bulletin board for the due date of the essay and the location of additional handouts for the essay. Explain the essay is worth 60 points. Students receive points for completing essay and turning it in on time. Each paragraph is work 5 points. Teacher will correct grammar, circle spelling errors and make suggestions. Students will not lose points except if paragraphs are missing or if essay is incomplete. <p>Move to the computer lab (if teacher has assigned the rest of the class period to work on the essay) or continue with class work.</p>
<p>Overview of Student Activities</p> <ul style="list-style-type: none"> •How will you & your students be using technology? •What learning strategies will be implemented? (<i>i.e., independent and or group work</i>) •How will you communicate student expectation? (<i>rubric</i>) •What products will be developed by students? <p>What skill(s) (Bloom’s Taxonomy) is/are used in the activity(s)? (in bold)</p>	<p>Use overhead to show essay outline handout. Students will use computers to write their essays. Students will work independently or within a group creating a “story board” of their project. The due date for the essay is displayed on the bulletin board. Students receive points for completing essay and turning it in on time. Each paragraph is worth 5 points. Teacher will correct grammar, circle spelling errors and make suggestions. Students will not lose points except if paragraphs are missing or if essay is incomplete. Develop a research plan to follow for the next two months; Interpret information and how it will be used in their entry; Justify the choice of entry and its historical importance; Calculate a time line of creating entry, assigning specific tasks to group members</p>
<p>Resources/Materials List software, websites, references, etc.</p>	<p>Review, creating a road map for history day projects at www.ohiohistory.org</p>
<p>Collaboration/Sharing</p> <ul style="list-style-type: none"> •How will this lesson support the inter disciplinary process? How will student products be showcased? 	<p>English Essay papers will be returned after Holiday break with suggestions and corrections.</p>
<p>Assessment</p> <ul style="list-style-type: none"> •How will student products 	<p>The due date for the essay is displayed on the bulletin board. Students receive points for completing essay and turning it in on time. Each paragraph is work 5</p>



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<p>and/or process be assessed? •Are you using a rubric?</p>	<p>points. Teacher will correct grammar, circle spelling errors and make suggestions. Students will not lose points except if paragraphs are missing or if essay is incomplete. No rubric is used – mark each paragraph with a “C” if complete; make corrections and suggestions in margin; remove 5 points for each paragraph missing. Total points 60</p>
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Name: Bridget Federspiel

School: Stivers School for the Arts **Grade Level:** 9-12

Lesson Plan Title: History Fair – Generation H – National History Day Video
Time – entire class period (45 minutes)

Content Area(s)	American/World History
Unit/Concepts Benchmarks)	Social Studies Skills and Methods – 9 th through 12 th
Learning Objectives	Observe other students' History Day projects by watching a video following students creating four different entries.
Ohio Standards (list)	<p>9th grade standards</p> <ol style="list-style-type: none"> 1. Detect bias and propaganda in primary and secondary sources of information. 2. Evaluate the credibility of sources for: <ol style="list-style-type: none"> a. Logical fallacies; b. Consistency of arguments c. Unstated assumptions d. Bias 3. Analyze the reliability of a sources for: <ol style="list-style-type: none"> a. Accurate use of facts; b. Adequate support of statements; c. Date of publication 4. Develop and present a research project including: <ol style="list-style-type: none"> a. Collection of data; b. Narrowing and refining the topic; c. Construction and support of the thesis <p>10th grade standards</p> <ol style="list-style-type: none"> 1. Determine the credibility of sources by considering the following: <ol style="list-style-type: none"> a. The qualifications and reputation of the writer; b. Agreement with other credible sources; c. Recognition of stereotypes d. Accuracy and consistency of sources e. The circumstances in which the author prepared the source 2. Critique evidence used to support a thesis. 3. Analyze one or more issues and present a persuasive argument to defend a position.



	<p>11th grade standards</p> <ol style="list-style-type: none"> 2. Determine criteria by which arguments will be judged. 3. Identify advocacy groups and obtain public policy information they produce. 4. Adjust a research question or topic based on information obtained while conducting research. 5. Choose a position on an issue and develop a rationale for that position. 6. Critique the conclusions drawn from survey and research data by questioning: <ol style="list-style-type: none"> a. Sample size; b. Demographics; c. The sponsoring organization; d. Logic of the conclusions reached. 7. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts). <p>12th grade standards</p> <ol style="list-style-type: none"> 1. Obtain and evaluate information from public records and other resources related to a public policy issue. 3. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data. 4. Develop a research project and make formal presentations to the class and/or community members using: <ol style="list-style-type: none"> a. Key terms; b. Support for main ideas; c. Examples; d. Statistics and other evidence; e. Visual aids; f. Formal citation of sources. 5. Respond to questions and feedback about presentation knowledgeably and civilly.
<p>Preparation for Teacher (Historical background that teacher must do to prepare for lesson)</p>	<ul style="list-style-type: none"> • This is a great activity to inspire your students about the History Day projects. It also is very appropriate to show prior to the holiday break in order to encourage the students to work on their entries over the long break. The essay paper may already be collected or will soon be collected. • Video - “Generation H” is produced by The History Channel. It is an hour-long documentary. It follows four entries from the local level all the way to the national contest. The video is 50 minutes long. • Feel free to stop the video at any time to discuss the students’ entries and problems that they are facing. Also, it is helpful to view the projects in the background at the competition to give ideas and suggestions to the students. <p>Place the due date for the project on the bulletin board</p>
<p>Core Activities (Detail in steps with division of time)</p>	<ol style="list-style-type: none"> 1. Ask the students how they are doing on the essay (if it hasn’t been collected yet) or how they are doing researching and creating their entries. Note the due date of the project on the bulletin board. 2. Explain to the students that the purpose of the video is to show them how



	<p>other students created their entries. It also examines the problems that the students encountered during their research. It follows four sets of students from the local competition to the national competition (no, they all don't get to go to nationals). Remind the students to pay attention to projects in the background at the competitions. Look for unusual and unique exhibits, view the costumes and types of performances, and observe the making of a documentary.</p> <p>3. Encourage the students to take notes so they remember certain items from the video that they want to recreate in their own entries.</p> <p>Begin video. Again, feel free to stop video and discuss what is occurring or to point out specific entries in the background. Remember this is to help inspire the students to work on their projects over the break.</p>
<p>Overview of Student Activities</p> <ul style="list-style-type: none"> •How will you & your students be using technology? •What learning strategies will be implemented? (<i>i.e., independent and or group work</i>) •How will you communicate student expectation? (<i>rubric</i>) •What products will be developed by students? <p>What skill(s) (Bloom's Taxonomy) is/are used in the activity(s)? (in bold)</p>	<p>TV and VCR used to display video</p> <p>Students will view video in a large group setting. Teacher will occasionally stop VCR to comment on images.</p> <p>No rubric is used – students are expected to watch and take notes over video material.</p> <p>Observe other students' History Day projects by watching a video following students creating four different entries.</p>
<p>Resources/Materials</p> <p>List software, websites, references, etc.</p>	<p>Video "Generation H" By The History Channel.</p>
<p>Collaboration/Sharing</p> <ul style="list-style-type: none"> •How will this lesson support the inter disciplinary process? How will student products be showcased? 	<p>Art, Music, Theatre</p>
<p>Assessment</p> <ul style="list-style-type: none"> •How will student products and/or process be assessed? •Are you using a rubric? 	<p>None</p>



Name: Bridget Federspiel

School: Stivers School for the Arts **Grade Level:** 9-12

Lesson Plan Title: History Fair – Rule Day: What is okay and not okay to do?
Time – approx. 30 minutes

Content Area(s)	American/World History
Unit/Concepts Benchmarks)	Social Studies Skills and Methods - 9 th through 12 th
Learning Objectives	Identify the general rules for all History day projects. Identify the specific rules for the different History Day project formats. Apply the rules to their individual project.
Ohio Standards (list)	<p>9th grade standards</p> <ol style="list-style-type: none"> 1. Detect bias and propaganda in primary and secondary sources of information. 2. Evaluate the credibility of sources for: <ol style="list-style-type: none"> a. Logical fallacies; b. Consistency of arguments c. Unstated assumptions d. Bias 3. Analyze the reliability of a sources for: <ol style="list-style-type: none"> a. Accurate use of facts; b. Adequate support of statements; c. Date of publication 4. Develop and present a research project including: <ol style="list-style-type: none"> a. Collection of data; b. Narrowing and refining the topic; c. Construction and support of the thesis <p>10th grade standards</p> <ol style="list-style-type: none"> 1. Determine the credibility of sources by considering the following: <ol style="list-style-type: none"> a. The qualifications and reputation of the writer; b. Agreement with other credible sources; c. Recognition of stereotypes d. Accuracy and consistency of sources e. The circumstances in which the author prepared the source 2. Critique evidence used to support a thesis. 3. Analyze one or more issues and present a persuasive argument to defend a position.



	<p>11th grade standards</p> <ol style="list-style-type: none"> 2. Determine criteria by which arguments will be judged. 3. Identify advocacy groups and obtain public policy information they produce. 4. Adjust a research question or topic based on information obtained while conducting research. 5. Choose a position on an issue and develop a rationale for that position. 6. Critique the conclusions drawn from survey and research data by questioning: <ol style="list-style-type: none"> a. Sample size; b. Demographics; c. The sponsoring organization; d. Logic of the conclusions reached. 7. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts). <p>12th grade standards</p> <ol style="list-style-type: none"> 1. Obtain and evaluate information from public records and other resources related to a public policy issue. 3. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data. 4. Develop a research project and make formal presentations to the class and/or community members using: <ol style="list-style-type: none"> a. Key terms; b. Support for main ideas; c. Examples; d. Statistics and other evidence; e. Visual aids; f. Formal citation of sources. 5. Respond to questions and feedback about presentation knowledgeably and civilly.
<p>Preparation for Teacher (Historical background that teacher must do to prepare for lesson)</p>	<ul style="list-style-type: none"> • Read over the general rules for all entries. (Teacher Resource #5) Read over the rules of each type of entry for History Day (found in the NHD rulebook). Become very familiar with the procedures so you can answer questions for the students. • Make copies of the different entry's rule to distribute for the students. You made copies of these before when introducing the entries.(Handout #1-4) • Place copies of the handouts on the bulletin board for students who lose their handout • This lesson should only take approximately 30 minutes, depending on the amount of questions students ask. Have a reading assignment or sit work for the students to work on as the groups finish discussing the rules. This helps facilitate classroom management and allows the teacher to spend extra time with the groups that have more questions.
<p>Core Activities (Detail in</p>	<ol style="list-style-type: none"> 1. Ask the students how they are doing on their research and creating their



<p>steps with division of time)</p>	<p>entries. (2 min)</p> <ol style="list-style-type: none"> 2. Tell the students that since History Day is a national contest there are specific rules that must be followed. The rules keep the contest fair and consistent throughout all of the fifty states. Today, the students will learn the general rules for the contest along with the specific rules for their type of project. (1 min.) 3. Read the general rules to the students. These are basic rules and students usually have no problem understanding them. Emphasize rule #7 and 10 – students must be prepared to answer questions about their projects if a judge asks them a question; two, each project must have a title, visible to all. (3-4 min) 4. Divide the students into groups based on their projects' format (paper, exhibit, performance, and documentary). If one category very large, you may want to divide the students into individual and group projects, making the overall groups smaller. (3 min.) 5. Assign a spokesperson for each group and a question recorder. Give the spokesperson copies of the rules for his particular group. For example, the exhibit group will receive the handout of the rules for the exhibits. The spokesperson will read over the rules with the group. If there are any questions that the students need clarification on, the question recorder will write down the question to give to the teacher. (7-10 min – time will vary; groups for exhibits and documentaries typically will have more members and more questions; there are fewer questions with the papers and performances) 6. As the groups finish discussing the rules, the teacher will move to each group to answer questions. Students are encouraged to take notes to clarify the rules. The recorder will write down the answers to the questions and post them on the bulletin for students to refer to in the future. (10-15 min.) 7. As groups complete the activity, the students can begin working on a reading assignment or seatwork. This allows the teacher to continue working with those groups that need additional time.
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<p>Overview of Student Activities</p> <ul style="list-style-type: none"> •How will you & your students be using technology? •What learning strategies will be implemented? (<i>i.e., independent and or group work</i>) •How will you communicate student expectation? (<i>rubric</i>) •What products will be developed by students? <p>What skill(s) (Bloom's Taxonomy) is/are used in the activity(s)? (in bold)</p>	<p>No use of technology in this lesson.</p> <p>Students will work in small group setting with two students taking leadership roles; one student will read the rules to the group while another student records any questions that the students have concerning the rules. The teacher will move from group to group to answer the questions.</p> <p>Students will receive verbal directions from the teacher at the beginning of the class. Each student is responsible for understanding and applying the rule to his/her specific project. The project's final evaluation (rubric) contains a specific category dealing with rules adherence.</p> <p>Identify the general and specific rules for the different History Day project categories.</p> <p>Apply the rules to their individual projects</p>
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Resources/Materials List software, websites, references, etc.	National History Day contest rule book ; online in PDF format http://nationalhistoryday.org/02_contest/02.html
Collaboration/Sharing •How will this lesson support the inter disciplinary process? How will student products be showcased?	Distribute copies of the rules to the various members of your faculty who are helping the students with their projects. Encourage them to read and understand the rules and guidelines for the projects. (English, Music, Art, Media Center Specialists, Theatre, Film) The students' projects will be showcased at the History Fair.
Assessment •How will student products and/or process be assessed? •Are you using a rubric?	The following day, students will be verbally quizzed over the rules for specific projects. As an alternative assessment, the teacher could create a short written quiz for students to take over the specific rules for their projects. The bulletin board will display the groups' questions and answers for students future reference.



Name: Bridget Federspiel

School: Stivers School for the Arts **Grade Level:** 9-12

Lesson Plan Title: History Fair – Process paper and Annotated Bibliography
Time – 25 minutes

Content Area(s)	American/World History
Unit/Concepts Benchmarks)	Social Studies Skills and Methods – 9 th through 12 th
Learning Objectives	<p>Prepare a process paper for a History Day project</p> <p>Describe the History Day project by including an:</p> <ol style="list-style-type: none"> Explanation of how the topic was selected Explanation of how research was conducted Explanation of how the presentation category was selected Explanation of how the topic is related to the theme of National History Day <p>Construct an annotated bibliography</p>
Ohio Standards (list)	<p>9th grade standards</p> <ol style="list-style-type: none"> Detect bias and propaganda in primary and secondary sources of information. Evaluate the credibility of sources for: <ol style="list-style-type: none"> Logical fallacies; Consistency of arguments Unstated assumptions Bias Analyze the reliability of a sources for: <ol style="list-style-type: none"> Accurate use of facts; Adequate support of statements; Date of publication Develop and present a research project including: <ol style="list-style-type: none"> Collection of data; Narrowing and refining the topic; Construction and support of the thesis <p>10th grade standards</p> <ol style="list-style-type: none"> Determine the credibility of sources by considering the following: <ol style="list-style-type: none"> The qualifications and reputation of the writer;



- b. Agreement with other credible sources;
- c. Recognition of stereotypes
- d. Accuracy and consistency of sources
- e. The circumstances in which the author prepared the source
2. Critique evidence used to support a thesis.
3. Analyze one or more issues and present a persuasive argument to defend a position.

11th grade standards

8. Determine criteria by which arguments will be judged.
9. Identify advocacy groups and obtain public policy information they produce.
10. Adjust a research question or topic based on information obtained while conducting research.
11. Choose a position on an issue and develop a rationale for that position.
12. Critique the conclusions drawn from survey and research data by questioning:
 - a. Sample size;
 - b. Demographics;
 - c. The sponsoring organization;
 - d. Logic of the conclusions reached.
13. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts).

12th grade standards

1. Obtain and evaluate information from public records and other resources related to a public policy issue.
3. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data.
4. Develop a research project and make formal presentations to the class and/or community members using:
 - a. Key terms;
 - b. Support for main ideas;
 - c. Examples;
 - d. Statistics and other evidence;
 - e. Visual aids;
 - f. Formal citation of sources.
5. Respond to questions and feedback about presentation knowledgeably and civilly.

Preparation for Teacher (Historical background that teacher must do to prepare for lesson)

- Review the “Required Written Materials for all Entries” at the NHD web site.
- Make copies of the sample process paper (either from the NHD web site – it contains three different samples) or from this lesson (Example #4)
- Make transparencies of the sample process paper to use during class.

NOTE: Students who are writing a historical paper DO NOT write a process paper. They will defend their paper in front of a panel of judges. They do have an annotated bibliography.



Core Activities (Detail in steps with division of time)

1. Ask the students how they are doing on their research and creating their entries. (2 min)
2. Tell the students that since History Day is a national contest there are specific rules that must be followed. The rules keep the contest fair and consistent throughout all of the fifty states. Today, the students will learn about the required written materials for all entries. (1 min.)
3. Explain to the students that the judges before viewing their projects (exhibits, performances, or documentaries) will first read a process paper. This is the first impression that the judges' receive concerning the students' projects. The process paper explains what the project is about, why the student(s) chose the topic, how it relates to the overall NHD theme and how the student(s) researched their project. Students who are doing the historical paper entry **DO NOT** write a process paper. Group entries must submit one process paper. (1 min.)
4. Distribute the handout of the sample process paper to the students. Place the transparency on the overhead. Encourage students to take notes on their copies of the process paper.(1 min.,)
5. Note the construction of the title page. The Title is clear and is centered 1/3 of the way on the paper. Emphasize that all of the students' title pages must look like the sample. Below the title are the students' names, division (junior division is 6th –8th grade; senior division is 9th –12th grade) and category (individual exhibit, group exhibit, individual performance, group performance, individual documentary, or group documentary). The title page must not include any other information (pictures, graphics, borders, school name, or grade). It must be on plain paper. Ask if there are any questions.(2 min.)
6. Place the transparency of the first page (and second when appropriate) of the process paper. First, point out to the students that the process paper is double-spaced. It is flush with the left margin. **DO NOT CENTER THE TEXT.** Second, the questions the students must address are underlined and within the process paper. This keeps the students focused on the question. Third, read the process paper to the class. Note the clarity of the paper. Emphasize to the students that the process paper is the first impression the judges receive of their projects. Spelling errors, grammar mistakes, sentence fragments, etc. will give a negative first impression. Explain to the students that they may be able to use part of their essay paper (from before holiday break) in their process paper. Finally, point out the word count at the end of the paper. A process paper cannot be more than 500 words. Ask if there are any questions. (5-7 min)
7. Place the sample annotated bibliography transparency on the overhead. Explain to the students that an annotated bibliography is required for all categories. It should contain all sources that provided useable information or new perspectives in preparing your project. List only the sources that students used in creating their projects. Sources such as photographs, music, etc must also be cited. Sources are divided into two categories: primary and secondary. Some sources may be considered as either primary or secondary.



	<p>Students will use the annotations to explain why the source is classified primary or secondary. The annotations (descriptions after each source) explain how the student used the source and how it helped them understand their topic. Students may use MLA or Chicago style of citation. Teachers can require only MLA or Chicago (Turabian) if they desire. Ask students if there are any questions. (5-7 min.)</p> <p>8. Explain the process papers will be submitted on (due date) and then return within a week with corrections and suggestions. Students will have three days (or weekend) to resubmit the final process paper and annotated bibliography. (1 min)</p>
<p>Overview of Student Activities</p> <ul style="list-style-type: none"> •How will you & your students be using technology? •What learning strategies will be implemented? (<i>i.e., independent and or group work</i>) •How will you communicate student expectation? (<i>rubric</i>) •What products will be developed by students? <p>What skill(s) (Bloom's Taxonomy) is/are used in the activity(s)? (in bold)</p>	<p>The overhead will show the transparency of the sample process paper.</p> <p>Students will be in large group setting.</p> <p>Students will understand that the process paper and annotated bibliography are required written materials for a History Day project. The overall evaluation and judging of their projects will include their process paper and annotated bibliography.</p> <p>Prepare a process paper for a History Day project Describe the History Day project by including an:</p> <ul style="list-style-type: none"> e. Explanation of how the topic was selected f. Explanation of how research was conducted g. Explanation of how the presentation category was selected h. Explanation of how the topic is related to the theme of National History Day <p>Construct an annotated bibliography</p>
<p>Resources/Materials List software, websites, references, etc.</p>	<p>National History Day web page has information about the required written materials for all entries. Next to Rule 13, there are sample process papers that the teacher can view in order to better understand the paper. http://nationalhistoryday.org/02_contest/02.html</p> <p>Library of Congress has an excellent web page explaining and giving examples of how to for citing electronic sources; http://lcweb2.loc.gov/ammem/ndlpedu/start/cite/index.html</p> <p>Style guides for citations: Kate L. Turabian, <i>A Manual for Writers of Term Papers, Theses, and Dissertations</i> Joseph Gibaldi, <i>MLA Handbook for Writers of Research Papers</i> View the sample process paper and bibliography (Example #3)</p>
<p>Collaboration/Sharing</p> <ul style="list-style-type: none"> •How will this lesson support the inter disciplinary process? How will student products be showcased? 	<p>The English teacher may be willing to work with the students on their process paper and / or annotated bibliography.</p> <p>Each student or group of students must submit a process paper and annotated bibliography with their completed project. Judges read the process paper first and</p>



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	then evaluate the students' project.
Assessment <ul style="list-style-type: none">•How will student products and/or process be assessed?•Are you using a rubric?	Students will turn in their process paper and annotated bibliography for corrections and suggestions. Allow the students three days (or weekend) to make corrections and adjustments. They receive 20 points for the final complete paper/bibliography. Teachers must make 3 copies of each process paper and bibliography for the History day competition. Keep these in the students' files.

Notes: Teachers may make the process paper standard. For example, all students must make their title page look the same or use MLA format.

Placing the questions to be addressed in the process paper, helps to keep the students focused on their writing. Include a word count at the end of the paper.



Name: Bridget Federspiel

School: Stivers School for the Arts **Grade Level:** 9-12

Lesson Plan Title: History Fair – Project due day –
Time – entire class period (45 minutes)

Content Area(s)	American/World History
Unit/Concepts Benchmarks)	Social Studies Skills and Methods- 9 th through 12 th
Learning Objectives	Evaluate the History Day project (student evaluation) Critique the History Day experience (student evaluation) Categorize their History Day project by completing an entry form for the competition. Examine the judges evaluation sheets for the History Day projects.
Ohio Standards (list)	<p>9th grade standards</p> <ol style="list-style-type: none"> 1. Detect bias and propaganda in primary and secondary sources of information. 2. Evaluate the credibility of sources for: <ol style="list-style-type: none"> a. Logical fallacies; b. Consistency of arguments c. Unstated assumptions d. Bias 3. Analyze the reliability of a sources for: <ol style="list-style-type: none"> a. Accurate use of facts; b. Adequate support of statements; c. Date of publication 4. Develop and present a research project including: <ol style="list-style-type: none"> a. Collection of data; b. Narrowing and refining the topic; c. Construction and support of the thesis <p>10th grade standards</p> <ol style="list-style-type: none"> 1. Determine the credibility of sources by considering the following: <ol style="list-style-type: none"> a. The qualifications and reputation of the writer; b. Agreement with other credible sources; c. Recognition of stereotypes d. Accuracy and consistency of sources e. The circumstances in which the author prepared the source 2. Critique evidence used to support a thesis.



	<p>3. Analyze one or more issues and present a persuasive argument to defend a position.</p> <p>11th grade standards</p> <ol style="list-style-type: none">Determine criteria by which arguments will be judged.Identify advocacy groups and obtain public policy information they produce.Adjust a research question or topic based on information obtained while conducting research.Choose a position on an issue and develop a rationale for that position.Critique the conclusions drawn from survey and research data by questioning:<ol style="list-style-type: none">Sample size;Demographics;The sponsoring organization;Logic of the conclusions reached.Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts). <p>12th grade standards</p> <ol style="list-style-type: none">Obtain and evaluate information from public records and other resources related to a public policy issue.Research an issue or topic by gathering, recording, evaluating and interpreting relevant data.Develop a research project and make formal presentations to the class and/or community members using:<ol style="list-style-type: none">Key terms;Support for main ideas;Examples;Statistics and other evidence;Visual aids;Formal citation of sources.Respond to questions and feedback about presentation knowledgeably and civilly.
<p>Preparation for Teacher (Historical background that teacher must do to prepare for lesson)</p>	<ul style="list-style-type: none">This lesson is constructed as if the History Day competition will be occurring within the next week. It is advised that the students projects be due a few days before the actual contest in order to correct small errors and prepare the students for the competition..Be prepared for a busy and active day. Students will be very excited about their projects.Create areas for the students to place their projects. Make sure videotapes and disks are labeled. Performance props and costumes will also need an area for storageMake copies of student evaluation sheets (worksheet #3), History Day evaluation sheet (worksheet #4) and entry form for the History Day competition (worksheet #5)



	<ul style="list-style-type: none">• Make copies of the judges' evaluation sheets to share with the students. (Handouts #5-8)• Read over the Evaluation Checklist (Teacher Resource #6) in order to understand how the judges' will evaluate the students projects.
<p>Core Activities (Detail in steps with division of time)</p>	<ol style="list-style-type: none">1. As the students enter the room, direct them to the locations for the storage of their projects. Be patient. The students will be very excited and will want to view their classmates projects.(5 min)2. Congratulate students on successfully completing their History Day projects. Inform the students that there are several evaluations that must be completed along with an entry form for their history day competition. The evaluations will help the students view their projects critically along with reminding them of the regulations for their project category. (2 min.)3. First, pass out the Entry form for the students to complete. Have the students complete one entry form per project. Circle the description of the entry. Print the names of the students producing the entry. Write the title of the entry. This must be the title that appears on the process paper for the project. Finally, the students must identify any special equipment that they need for their project. For instance, if a group exhibit is using a CD player for background music, they must state that their project will require the use of electricity. NOTE: except for VCRs, TVs and computers for documentaries, students must provide their own equipment. The teacher may make accommodations as necessary for his/her class. Collect entry forms. (5 – 7 min)4. Second, distribute the student History Day evaluation sheet. Explain to the students that they will analyze their own project based on the criteria listed on the evaluation sheet. Groups should complete an evaluation sheet individually, based on each student's perception of the finished project. Inform the students that the evaluation will not have any affect on their final project grade. Encourage the students to include comments justifying the final point value. Collect evaluation sheets as students complete them.(5 –7 min).5. Third, distribute the History Day Evolution Form to the students. Explain to the students that as a teacher you want to know how an activity can be improved or changed. Tell them that by their comments on the evaluation sheet, you can alter the activity next year and make it more effective. Collect evaluation sheets as the students complete them. (5-7 min.)6. Finally, move the students into their project groups. For instance, all the individual exhibit students sit in a group together; the group exhibit students sit in a group together, etc. Distribute the judging evaluation sheets for each category. Have one student, from each group, read over the evaluation form for the group. Have the students discuss the different criteria that their projects will be evaluated by. The teacher will circulate and answer any questions that the students have and any adjustments that the students may need to make to their projects. (5 min)7. Again, congratulate the students on completing the project and inform them of the days and times of the History Fair.



<p>Overview of Student Activities</p> <ul style="list-style-type: none"> •How will you & your students be using technology? •What learning strategies will be implemented? (<i>i.e., independent and or group work</i>) •How will you communicate student expectation? (<i>rubric</i>) •What products will be developed by students? <p>What skill(s) (Bloom's Taxonomy) is/are used in the activity(s)? (in bold)</p>	<p>Students will work individually, small group and large group during this activity. Students will complete a variety of assessment materials pertaining to their History Day projects. Students will analysis their projects based on a rubric. They will judge the overall History Day activity based on a rubric. They will complete an entry form for the History Fair. They will review the criteria by which their projects will be judged for the History Fair competition.</p> <p>Evaluate the History Day project (student evaluation) Critique the History Day experience (student evaluation) Categorize their History Day project by completing an entry form for the competition. Examine the judges' evaluation sheets for the History Day projects.</p>
<p>Resources/Materials</p> <p>List software, websites, references, etc.</p>	<p>NHD web site – How an entry is judge Includes sample evaluation sheets along with a description of the different categories. http://nationalhistoryday.org/02_contest/02.html</p>
<p>Collaboration/Sharing</p> <ul style="list-style-type: none"> •How will this lesson support the inter disciplinary process? How will student products be showcased? 	<p>Students will become judges themselves. They will appreciate and understand the difficulty of evaluating work by the use of a rubric.</p>
<p>Assessment</p> <ul style="list-style-type: none"> •How will student products and/or process be assessed? •Are you using a rubric? 	<p>The teacher to assess the students' projects will use an evaluation sheet. It is similar to the student evaluation sheet with a few minor changes. (Teacher Resource #7)</p>

For History day rules, worksheets, evaluation forms, and judging criteria see www.nationalhistoryday.org
Videos can be rented at DPS Media Services



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Teacher Resource #7

World History Quarterly Project

"History Day Competition"

Name(s)

Type of Entry -

Title of Entry

EXHIBIT PERFORMANCE DOCUMENTARY

Requirements - 150 points

-- Participation in competition (2/23) - 25 points

-- Process paper - 20 points
(double-spaced, typed, correct format and content)

-- Bibliography - 20 points
(variety of sources, both primary and secondary, typed, MLA format, short description of each source)

-- Adherence to roles for entry - 10 points

Historical Accuracy and Understanding of the subject - 25 points

-- Entry - 50 points
(creativity and craftsmanship)

--/150 points Total

Comments:



Worksheet #3

World History Quarterly Project

“History Day Competition” Student Evaluation

Name(s) _____

Type of Entry - EXHIBIT PERFORMANCE

Title of Entry

Requirements – 100 points

_____ Process paper – 15 points
(double-spaced, typed, correct format and content)

_____ Bibliography – 15 points
(variety of sources, both primary and secondary, typed, and
description of each source)

_____ Adherence to rules for entry – 5 points

_____ Historical Accuracy and Understanding of the subject

- Is my entry historically accurate?
- Does my entry provide analysis and interpretation of the historical
description?



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Teacher Resource #1

History Day

Exploration Encounter Exchange

Due Date
Oct 15

Additional Topics

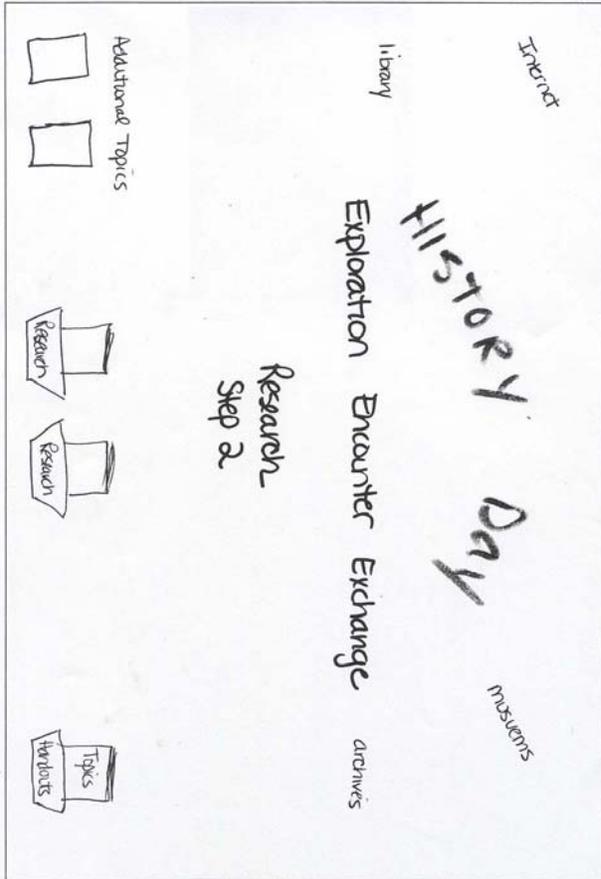
Topics
Handouts



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Teacher Resource #2



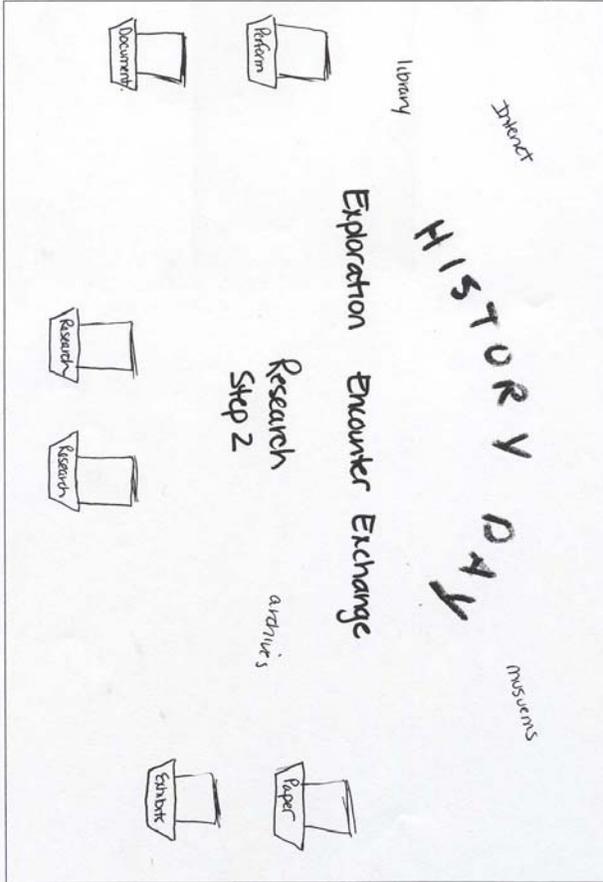


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Teacher Resource #3





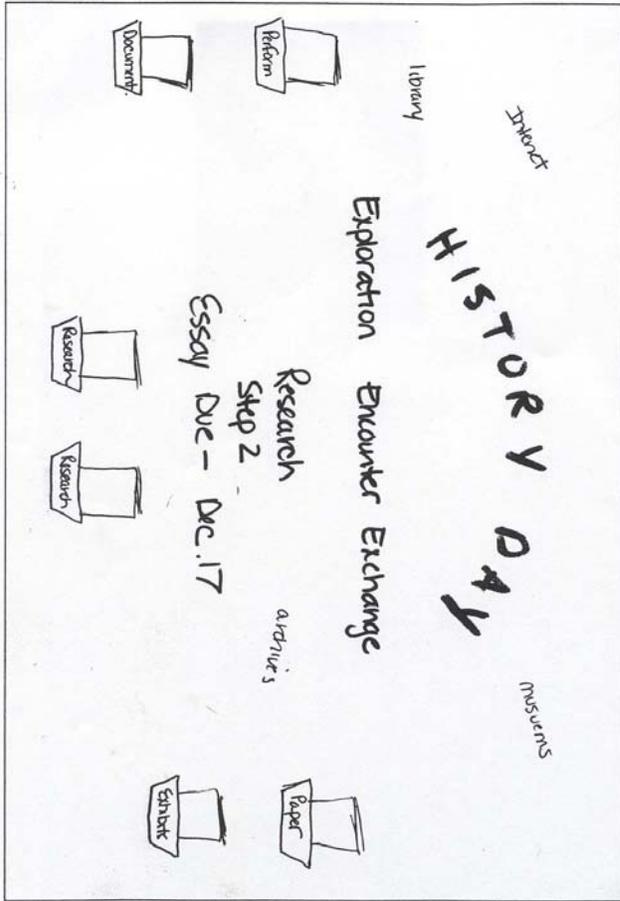
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Teacher Resource #4





Sample sheet - History Day

BIBLIOGRAPHY

PRIMARY SOURCES

Ambrose, Stephen. My Life as a Soldier in World War II. London: The Thames Press, 1969.

This is a description of the life of a World War II soldier who fought in Europe. I used it to find the primary quotes in my paper and for information on tank warfare. It was very valuable because it showed me the life of the average soldier.

Smith, Jane. Rosie the Riveter: How I made Airplanes. Englewood Cliffs, New Jersey: McMillan & Sons & Company, 1993.

Jane Smith was a woman who worked on airplane engines in World War II and describes her work in this book. I used this source for information on the war at home and the role of women. It was only somewhat useful because I mainly focused on the war in Europe in my paper.

"Working and Saving an Oral History: the Scrap Metal Drives." Newsweek, 3 January 1996, 34-38.

This article described the scrap metal drives of World War II through interviews with people who were young boys and girls at the time. I used it for information on saving metals in my paper. It was very useful because it was the only source I had with this information.

SECONDARY SOURCES

Breen, Philip and Pam Scholl. The History of World War II: From 1941 to the Ending of the War in 1945. Toronto: Tawney and Sons Ltd., 1987.

This is a general history of World War II that focuses on battles in Europe. I used it for background information on the Battle of the Bulge and on tank warfare on the western front. It was somewhat useful but was hard to read and had too much detail about battles for most of my paper.

Carter, James. "The Battle of the Bulge." History Today. June 1990, 45-54.

This is a detailed study of why the Allies won the Battle of the Bulge. It provided me with some good quotes by soldiers who were there and information on the weather conditions. It was very useful, my most valuable source.

"Soldiers in World War II: The Battle of the Bulge." www.battleofthebulge.nms.edu Internet. Accessed 24 January 2000.

This is a collection of oral histories by U.S. soldiers who fought at the Battle of the Bulge. I used it for several quotes and for information on fighting conditions and problems they had with food shortages. It was my second most valuable source because it had so much detail.

1. abc order - by last name or article title.
2. separate primary & secondary
3. ~~use~~ use MLA format
4. Typed

Interview



Federspiel, Bridget. Personal interview. 6 June 2000
(Telephone interview)



Reflection Paper on History Day

The key to operating a successful History Day competition is planning and flexibility. No matter how much planning takes place, there will be a few “surprises” on the day.

After choosing a specific day for the competition, let the janitorial staff know of the activity. Start thinking of the number of tables needed to display the exhibits, TVs and VCRs for the documentary, computers for the power points and rooms for performances. In addition, you will need classrooms for the performances, papers, and documentaries. Ask for permission from teachers if you can use their rooms. The rooms should be in the same general location. It will be easier for you and your assistants to supervise and help with any problems.

Approximately six weeks before the History Day competition, letters should be mailed to possible judges for the competition. (see sample of letter – make sure to ask for an email address; this makes contacting the people much easier) Approach people within your building first, and keep them as possible substitutes for last minute cancellations. Contact local museums and libraries for staff members who would make good judges. Contact board members and teachers from other building in your school district. Usually they are willing to help. Contact the social studies and education departments at local universities and colleges for possible judges. People from the local radio stations and television stations also make for good judges. You may want to send letters to community leaders, such as the mayor or members of the rotary. If you need 30 judges, you will probably send out over 90 letters. Be prepared to follow up leads with additional letters. Keep in mind that you will need a list of substitutes in case of last minute cancellations or no-shows.

As replies come back, make a file for the judges. Add them to your email list (set up a specific address group for them – it makes easy contacts). Send judges a “thank you for volunteering” email and let him know you will be contacting them again within 10 days of the competition. This reinforces the idea that he has made a commitment and you are counting on him to be present.

Begin assigning judges to the various types of history day projects (exhibits, performances, papers and documentary). Typically, you need a group of two judges, but groups of three works well too. For exhibits, judges will spend about 2 – 4 minutes looking at an exhibit so they can usually judge 8 to 10 projects. Documentaries are 20 minutes in length so groups of judges can view about 4 to 6 documentaries. Try not to overwhelm your judges with too many projects to evaluation.

Ten days before the competition day send instructions and a sample evaluation sheet to the judges. Judges like to know what they are judges and then they can email you with any question they may have before the day of the competition. Again, this helps the judges remember of their previous commitment to help you.

Since most of the judges will be leaving their jobs early to and especially if the competition is held after school, it is a good idea to provide a room for the judges, free from students and their parents, and filled with goods and snacks. A tray of subs, cooler of water and sodas, and yummy desserts make for happy judges. It is a somewhat hectic atmosphere so the judges need a place to relax, finish their evaluation sheets and enjoy the competition.

One week before the competition, contact a few responsible students to help you with the day’s activities. I use seniors from my AP class. I place a couple of students at the entrance to the school to direct judges to the judging room and parents to the exhibit halls. I also keep a few students in the hallways to help direct



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traffic. You cannot have too many volunteers! I usually kept a student with me to run my errands. Take advantage of all help.

One week before the competition is a good time to order food, pick up folders (for the judges' material) collect pencils, tape measures, make name tags, collect extension cords and anything else needed for the competition.

I also reminded teachers that I would be using their classrooms. Check to see if the TVs and VCRs are still working and you have enough of them. Placing them on carts is helpful and makes them easier to move. Label every cart with the room number and a schedule of the performance/documentaries for the room

I made folders/packets for each judge. I included a copy of the judging instructions, evaluation sheets, and a schedule of project to judge, pencils, and a nametag. I also include a copy of the layout of the exhibit hall and a floor plan for the classrooms to be used for the documentaries and performances. The packets were color coded so exhibit judges received a white folder; performance judges received a blue folder, etc. As the judges arrived, they received their folders to examine before the competition began. This also helped me keep track of late arrivals and no shows.

One week before the competition is also a good time to survey the students for their individual needs. I have all students complete a general worksheet requesting the title for their project, individuals in groups, and special needs for their project. For instance, does an exhibit require electricity (for CD player or computer). I inform the students that I can only provide the electrical extension cord not the equipment, like the CD player or computer. This is for exhibits only. This information is important when you assign spaces to the exhibits. Those requiring electricity will need to be near the outlets. Others can be placed in the middle of the room.

For performances and documentaries, I provide a tape recorder, CD player, VCR, TV and computer for power point presentations. I explain to the students the type of computers that are available for their presentations and encourage them to bring in their power point presentations to try on one of the computers to make sure it is compatible. It is the students' responsibility to know how to run the equipment.

After collecting all the information from the students, I create charts, listing the students' needs for the competition. I assign numbers to them and these will correspond to the judges who will judge the projects (see samples attached).

For exhibits, the students are assigned a specific place in the exhibit room. I write this information on an index card to give the students and then have index cards on the tables in the exhibit room. I inform students that they may not switch places because the judges are assigned specific numbers to evaluate.

Documentaries and performances are assigned rooms and times. I also write these on index cards and give them to the students. I post an additional schedule outside of each room to help the students.

Certificates for participation as well as the first, second, and third place certificates are needed for each category, both individual and group. Make sure to create several certificates for the group categories; one for each member of the group. Prizes for first place winners are nice. I would suggest book store certificates.



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I set up a refreshment table (cookies and punch) for the parents. Students could bring in two dozen cookies for 10 points extra credit. The refreshments are placed outside the exhibit hall. The parents are restricted from the exhibit hall while the judges are there but afterwards, the parents are free to view all the exhibits.

Finally, one week before the competition, I send home a letter to the parents of the students, outlining the events for the evening.

4:00 – 6:00 p.m. competition time (During the judging of entries students are required to stay with their exhibits while it is being judged. Parents are prohibited from the exhibit hall.

6:00-6:30 p.m. – Judges make final decisions

6:30-7:30 exhibit hall open for all to view

7:30 awards given in auditorium

On the day of the competition, have all the folders ready and tables set. Contact the substitute judges within the building for additional help. Post signs to ensure people know where they are to go for the competition. Be prepared for last minute changes and adaptations. Try to accommodate these changes but know your limitations. Do not be afraid to say no to a request.

Most of all, enjoy the competition. The students are excited about their research and parents are proud of their children's' accomplishments.



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January 21, 2004

Dear _____

On Monday, February 23, 2004, Stivers School for the Arts will hold its first annual history fair. Exhibits will be displayed in the school cafeteria; documentary presentations and performances will be in individual classrooms. This fair is part of the National History Day competition. Students who qualify have the option to go on to the regional level of the contest.

I would appreciate it if you would be willing and able to act as a judge. The judging will begin at 4:00 p.m. and end at approximately 6:00 p.m. Judges should report to the school at 3:30 p.m. in order to receive instructions. A separate room will be set aside for the judges' use and refreshments will be provided.

Judges will work in pairs and will be assigned to judge a set number of exhibits, media presentations or performances. Rating sheets and criteria will be provided a week before the fair.

With your cooperation, I am sure the Stivers History Fair will be a great success. You are encouraged to attend the evening open house from 6:30 to 8:00 p.m. when the awards will be presented.

Thank you.

Bridget Federspiel
Social Studies teacher

PS – work number 542-7441; home number 298-2042

Please complete and return the form below or call by February 4, 2004

Judging Sign-up Sheet

_____ I will be able to act as a judge at
(Name) the History Fair
_____ I am uncertain at this time
_____ I will not be able to judge

I would prefer to judge:

_____ any type of entry _____ exhibits _____ performances
_____ Documentaries (media presentations)

I can be contacted at _____ (telephone number)

_____ (Email address)