

Name: Cynthia Ambrose

School: Stivers School for the Arts Grade Level: 7

Lesson Plan Title: Getting Ready For The State History Day Contest Lesson Five -8 Separate Meetings

Content Area(s)	Social Studies/Ancient History
Learning Objectives	The students will understand what it takes to compete on the state level for History Day
Standards, Benchmarks, and Indicators for the Ohio Academic Content Standards for Social Studies	<p><u>Social Studies Skills and Methods Seventh Grade</u> <u>Problem Solving</u></p> <ol style="list-style-type: none"> 1. Establish guidelines, rules and time lines for group work. 2. Reflect on the performance of a classroom group in which one has participated including the contributions of each member in reaching group goals.
Vocabulary	N/A
Preparation for Teacher (Historical background that teacher must do to prepare for lesson)	<ol style="list-style-type: none"> 1. Copy Attachment #1 to review rules with students. (This is a student-directed quiz) 2. Copy the rules for exhibits, performances and documentaries. These can be accessed from the National History Day website. (www.nationalhistoryday.com) 3. Thoroughly review rules for History Day Contest using website. 4. Create an invitation to celebrate students participating in local History competition and distribute. 5. Arrange a convenient time to meet with students who have qualified for the state competition to work on their project in further depth. 6. Research additional sources for students' topics. 7. Organize a meeting with state coordinator and parents to field questions about the competition in Columbus. (See attachment #3 for reference) 8. Copy Evaluation Checklist (attachment #4). 9. Copy Rubric for evaluating projects (attachment #5).
Core Activities (Detail in steps with division of time)	<ol style="list-style-type: none"> 1. Issue invitations to all History Day participants. When gathered together share food, stories and congratulations about a job well done. Distribute participation certificates (Available through Social Studies Department DPS). Take pictures and display on bulletin board. 2. Identify students who qualified for the state competition and set up a convenient weekly meeting time. This time will be devoted to discussing what's necessary in order to do well at state. <p>Distribute information about meeting with state coordinators to answer questions about History Day (Attachment #3).</p>
Overview of Student Activities (How will you & your students be using technology? What learning strategies will be implemented? (i.e., independent and or group work) What products will be developed by students? What skill(s) (Bloom's	<p><u>Meeting Number 1 After School (30 minutes) With State Qualifiers</u></p> <ol style="list-style-type: none"> 1. At first meeting with state qualifiers pass out attachment #1. Ask students to answer the questions in their category AND answer ALL underlined questions. 2. Put the students in groups and have them correct the questions together using a copy of the rule book. 3. Go over the quiz together. Make <u>SURE</u> they understand the rules for their category and the rules for the Process Paper. Also make sure they understand what an annotated bibliography is. 4. Together make a schedule for future meetings. Get email addresses. <p><u>Meeting Number 2 After School (30 minutes) With State Qualifiers</u></p>

<p>Taxonomy) is/are used in the activity(s)? (in bold)</p>	<ol style="list-style-type: none"> 1. Review rules discussed at last meeting. 2. Have each participant share his/her project ideas with the class. Encourage constructive criticism from the class. 3. Distribute websites/additional sources teacher has found to augment each student's annotated bibliography. Encourage students to share information they may come across about each other's topic. 4. Pass out "Evaluation Checklist" (attachment #4). Read together. Keep for reference when doing project. 5. Field questions/concerns. Encourage work to continue at home. <p><u>Meeting Number 3,4,5 After School (30 minutes) With State Qualifiers</u></p> <ol style="list-style-type: none"> 1. Meet with students individually and discuss each project. Tell students that projects and papers must be complete by meeting #6. Explain that the state coordinator will be coming to Dayton to discuss their individual project. Students should be prepared to share their project and ask questions. Send letter home with students about parent meeting for state qualifiers. 2. Pass out letter to parents about meeting with state coordinators. (attachment #) 3. Continue to encourage work at home. <p><u>Meeting 6 and 7 After School (One hour) With State Qualifiers</u></p> <ol style="list-style-type: none"> 1. Students bring project and papers to school. Each student takes turn presenting project to classmates. Classmates offer suggestions/ideas. 2. Collect Process Papers. Correct and return within 1-2 days. Remind them to bring Process Paper to meeting with state coordinators. <p><u>Meeting #8 (Parent meeting with state coordinators) With State Qualifiers</u></p> <ol style="list-style-type: none"> 1. Meet with parents and state coordinator and discuss logistics for the competition in Columbus. Review judging times, directions, ideas for the "down" time of the day, and rules for the projects. Judging times will be posted on the website the week prior to the competition. 2. Have coordinators and former state judges meet with students and their parents to discuss status of their project. Students should leave the meeting with thoughts on how to incorporate winning ideas into their project.
<p>Resources/Materials List software, websites, references, etc.</p>	<p>National History Day website. (www.nationalhistoryday.org) Citation Maker Home Page (Go to Google. Type in Citation Maker Home Page. Click on third entry. Click on Cite Sources. Click on Citation Maker.)</p>
<p>Collaboration/Sharing How will this lesson support the interdisciplinary process? How will student products be showcased?</p>	<p>Make other teachers aware of project. They may be able to answer students' questions.</p>
<p>Assessment How will student products and/or process be assessed? How will you communicate student expectation? Rubric?</p>	<p>The students' project/process paper will again be assessed using a rubric. (Attachment #5)</p>
<p>Differentiated Learning: Enrichment Activities: Additional Instruction:</p>	

Attachment #1

Name _____ Period _____ Date _____

Answer the questions from the category of your project. In other words, if you are doing an exhibit, answer the exhibit questions. If you are doing a documentary, answer the documentary questions. If you are doing a performance, answer the questions about the performance.

Answer all underlined questions.

Write "True" or "False". If the answer is false write the correct answer.

Exhibit

_____1. The overall size requirement of your exhibit when displayed for judging must be no larger than 40 inches wide, 35 inches deep, and 6 feet high. _____

_____2. Media exhibits used in an exhibit must not run for more than a total of three minutes. _____

_____3. There is a 400 word limit that applies to all text created by the student. This includes the text you write for titles, timelines and media devices.

_____4. Students are encouraged to have extensive supplemental material. _____

_____5. Circular or rotating exhibits or those meant to be viewed from all sides must be no more than 30 inches in diameter. _____

_____6. You must be prepared to give a formal, prepared introduction, narration or conclusion to the judges. _____

_____7. You must write a process paper to go with your exhibit. This process paper is a description of no more than 700 words and explains how you did your research. _____

Documentary

_____1 Documentaries must not exceed 15 minutes in length.

_____2. When you begin your documentary you must announce only the title of your project and the name of participants. _____

- _____3. You may have help running the equipment. _____
- _____4. You may use professional photographs in your presentation.

- _____5. You may use items created by others in your documentary.

- _____6. You must give credit to all people who helped you with the documentary. You must also credit every image, all music and interviews.

- _____7. You may add visual or written material to the documentary.

- _____8. You are not required to separate your sources into primary and secondary sources._____
- _____9. Failure to credit sources is plagiarism and will result in disqualification._____

Performances

- _____1. Performances may not exceed 15 minutes in length.

- _____2. The title of your entry and the names of the participants must be the first and only announcements prior to the start of the performance.

- _____3. You may not use slides, tape recorders, computers, or other media devices within your performance._____
- _____4. Judges must be given a script of your performance.

- _____5. The process paper must include the following materials: 1. A title page 2. A process paper which describes how you did your research. 3. An annotated bibliography._____

_____6. It is not necessary to have an annotated bibliography in your process paper._____

_____7. A bibliography of an annotated web site should include a description of who sponsors the site._____

_____8. You are not allowed to wear costumes._____

(Attachment #3)

WHO- Dayton Public School Teachers whose students will advance to the state competition AND their students.

WHEN- Thursday, April 14, 4:30-6:30 p.m.

WHERE- Jackson Center, Auditorium

WHAT- Representatives from National History Day in Ohio will be available to meet with teachers and students to discuss their entries. Students should bring their projects (video tapes of performances if possible), process papers with bibliographies and judge evaluation forms.

Questions or to Register

Contact: Patricia Alien Day or Pamela Reid (542-3268)



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(Attachment #4)

Evaluation Checklist

Historical Quality

The most important aspect of your entry is its historical quality. You should ask yourself the following questions to help you focus on your historical analysis:

- Is my entry historically accurate?
- Does my entry provide analysis and interpretation of the historical data rather than just a description?
- Does my entry demonstrate an understanding of the historical context?
- Does my annotated bibliography demonstrate wide research?
- Does my entry demonstrate a balanced presentation of materials?
- Does my entry demonstrate use of available primary sources?

Clarity of Presentation (20%)

Although historical quality is most important, your entry must be presented in an effective manner. You should ask yourself the following questions to help you focus on your presentation:

- Is my entry original, creative, and imaginative, in subject and presentation?
- Is my written material clear, grammatical, and correctly spelled?
- Is my entry well-organized?
- Do I display stage presence in a performance?
- Is the visual material I present clear?
- Do I understand and properly use all my equipment?

Relation to Theme (20%)

Your entry must clearly explain the relation of your topic to the annual National History Day theme. You should ask yourself the following questions to help focus your topic on the theme and its significance:

- How does my topic relate to the theme? Why is my topic important?
- How is my topic significant in history in relation to the National History Day theme?
- How did my topic influence history?
- How did the events and atmosphere (social, economic, political, and cultural aspects) of my topic's time period influence my topic in history?



(Attachment #5)

Name _____ Period _____ Date _____

HISTORY PROJECT RUBRIC/EVALUATION

PROCESS PAPER

- Title Page-ONLY title of entry, your name, contest division and category 5 pts. ____
- Annotated Bibliography/Separate primary and secondary sources 10 pts. ____
- No more than 500 words 5 pts. ____
- Include the following:
 - a) Explain how you chose your topic 20 pts. ____
 - b) Explain how you conducted your research 20 pts. ____
 - c) Explain how you selected your presentation category and created your project 20 pts. ____
 - d) Explain how your project relates to the NHD theme 20 pts. ____
- TOTAL** **100pts. ____**

EXHIBIT

- Correct size
- Does it include a media device? If so, did you follow rules for using media?
- Word limit-500 word limit of all text on board created by student
- Did it thoroughly explain the theme?
- TOTAL** **100pts. ____**

PERFORMANCE

- Time-Not longer than 10 minutes
- Performance introduction-Did you give entry title and names of participants
- Did you carry/set up/operate all your own equipment?
- Did it thoroughly explain the theme?
- TOTAL** **100pts. ____**

DOCUMENTARY

- Time requirements-Not longer than 10 minutes
- Introduction-Did you announce title and participants
- Did you run ALL equipment yourself?
- Was your production student-produced?
- Was your production original?
- Did you provide credits when necessary?
- Did it thoroughly explain the theme?
- TOTAL** **100pts. ____**



Name: Cynthia A. Ambrose

School: Stivers School for The Arts Grade Level: 7

Lesson Plan Title: How To Write a Process Paper Lesson Four (two-three class periods)

Content Area(s)	Social Studies-Ancient World History
Learning Objectives	The students will learn how to write a process paper for their History Day project (Two to three class periods)
Standards, Benchmarks, and Indicators for the Ohio Academic Content Standards for Social Studies	<p><u>English Language Arts-Grade Seven</u> <u>Reading Applications: Informational, Technical and Persuasive Text</u></p> <ol style="list-style-type: none"> 1. Use text features such as chapter titles, headings and subheadings; parts Of books, including index, appendix, table of contents and online tools (search engines) to locate information. 2. Analyze examples of cause and effect and fact and opinion. 3. Compare and contrast different sources of information, including books, magazines, newspapers and online resources, to draw conclusions about a topic. 4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details and underlying meaning of the original text. 5. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays. 6. Assess the adequacy, accuracy and appropriateness of an author’s details, identifying persuasive techniques and examples of bias and stereotyping. 7. Identify an author’s purpose for writing and explain an author’s argument, perspective or viewpoint in text. 8. Compare the treatment, scope and organization of ideas from different texts on the same topic. <p><u>People in Societies</u> <u>Cultures-Grade Seven</u></p> <ol style="list-style-type: none"> 1. Analyze the relationship among cultural practices, products and perspectives of early civilizations. <p><u>Social Studies Skills and Methods-Grade Seven</u> <u>Thinking and Organizing</u></p> <ol style="list-style-type: none"> 1. Describe the historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today’s norms and values. <p><u>Communicating Information</u></p> <ol style="list-style-type: none"> 1. Compare multiple viewpoints and frames of reference related to important events in world history.



	<p><u>Problem Solving</u></p> <ol style="list-style-type: none"> 2. Establish guidelines, rules and time lines for group work. 3. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.
<p>Vocabulary</p>	<p>Process paper, annotated bibliography, title page</p>
<p>Preparation for Teacher (Historical background that teacher must do to prepare for lesson)</p>	<p>Access “Citations or Bibliography Worksheet” and copy for class. (Follow directions to Citation Maker Home Page (attachment #4) Click on second cite, “Do Research”. Click on “Get Going” at the bottom of the page. Click on “Keep Track” at the bottom of the page. Click on “End Results-Cite Sources” Click on “Worksheets” in the middle of the page. Print.</p> <p>Copy information sheet detailing rules for process paper. (Attachment #2)</p> <p>Copy annotated bibliography from former process paper as example (attachment #3)</p> <p>Copy information on how to use Citation Maker (attachment # 4)</p> <p>Copy Rubric (Attachment #5)</p> <p>Reserve time in library.</p> <p>Review/Prepare to show website for National History Day using an LCD projector Go to www.nationalhistoryday.org. Click on “Answers To FAQ” (towards the bottom of page), click on “How Do I create a Process Paper?” Copy sample for reference.</p>
<p>Core Activities (Detail in steps with division of time)</p>	<ol style="list-style-type: none"> 1. Tell students that in addition to their history project they must also write a paper that introduces their topic, explains how they developed their entry and documents their research. (15 minutes) 2. Using an LCD projector show students the official website for National History Day. Explain how to navigate the website to obtain information about writing process papers. (10 minutes) 3. As a class read through the information and field questions. (10 minutes) 4. Pass out information sheet detailing rules for the Process paper (attachment #2) Read together and field questions. (20 minutes) 5. Go to National History Day website. Click on “Answers to FAQ” (towards the bottom of page), click on “How Do I create a Process Paper?” Read through samples of process papers. Answer questions. (20 minutes) 6. Once students become familiar with the rules of the paper, introduce the term “annotated bibliography” and explain its definition. Also explain rules for including an annotated bibliography in your paper (separating primary and secondary sources and including an explanation of the source). Distribute attachment #3 as an example of an annotated bibliography. See if students can find the mistake. (Student did not separate sources). 7. Using a LCD projector show students how to do bibliography in correct form. Pass out attachment #4. Have students read along as you navigate the website. Go to Google. Type in Citation Maker Home Page. Click on third entry OSLIS Elementary How-To Index. Click on sources. Click on Citation Maker (at top of page). Click on source you wish to



	<p>write in correct bibliographic form. (10 minutes)</p> <p>8. Do several examples with them on how to use this cite correctly. (10 minutes)</p> <p>Go to Media Center and give students magazines, encyclopedias, newspapers and a web page. Using the web page discussed in class, have students cite these sources correctly. Circulate around the room offering help when needed. (35 minutes)</p>
<p>Overview of Student Activities (How will you & your students be using technology? What learning strategies will be implemented? (i.e., independent and or group work) What products will be developed by students? What skill(s) (Bloom’s Taxonomy) is/are used in the activity(s)? (in bold)</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Generalize from given facts • Relate knowledge from several areas • Arrange information • Order, group, infer causes • Examine subject matter • Predict, draw conclusions
<p>Resources/Materials List software, websites, references, etc.</p>	<p>Official website of National History Day www.nationalhistoryday.org; Citation Maker Home Page (Go to Google. Type in Citation Maker Home Page. Click on third entry on page. Click on “Cite Sources” Click on Citation Maker.</p>
<p>Collaboration/Sharing How will this lesson support the inter disciplinary process? How will student products be showcased?</p>	<p>The Language Arts teacher should be informed about the project in case the students have questions about writing the process paper or citing their sources.</p>
<p>Assessment How will student products and/or process be assessed? How will you communicate student expectation? Rubric?</p>	<p>The students will be assessed when they turn in their worksheet of sources using Citation Maker Home Page. They will also be assessed when they turn in Process Paper using Rubric.</p>



The Process Paper (Attachment #2)

History Day entries in the exhibit, documentary, and performance categories* . must also include a process paper. This paper introduces your topic, explains how you developed your entry, and documents your research. It is important to do a good job on this part of your entry because it is the first thing that people look at when they evaluate your work. The process paper contains three parts: the title page, a research description, and the annotated bibliography.

The research paper category requires a title page and annotated bibliography, but does not include a research description. See the *National History Day Contest Guide* (available on-line at www.nationalhistoryday.org) for complete details.

Title Page

The title page includes the title of your entry, name(s) of the student(s) who developed the entry, and the age division and category of the entry. It is important to come up with a good title for your entry. A good title will quickly introduce your topic, but it also important to add wording that helps the viewer . understand your point of view. It also helps to include some ideas from the theme in your title.

For example, a title for an entry about the Ohio National Guard in the Civil War could be:

"Bully for the Buckeyes": The Ohio National Guard in
the Civil War

This title explains the topic and uses a quote shouted by a well-wisher when the Ohio National Guard rode by in a train.

Research Description

The research description is not a summary of your topic, but an essay that describes the process of how the entry was developed. Use your 500 words to explain how you selected your topic, conducted your research, and developed your entry. You should conclude with a description of how your topic fits this year's theme.

Annotated Bibliography

A bibliography is an alphabetized list of the sources you used. An annotated bibliography not only lists the sources, but also gives a short description of the source and how you used it in your entry. A History Day bibliography should be separated in to primary and secondary sources. For guidelines on bibliographic style you should refer to *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian, or the style guide of the Modern Language Association of America (MLA).



Bibliography

1. Hamilton, P. Forbidden City. Boise, Id: Ahsahta Press, 2003.

Secondary source: I learned from this source that most of the Kings and emperors who lived in the palace never shared an intimate room with their mate.

2. Odijk, P. The Chinese. Englewood Cliffs, N.J.: Silver Burdett Press, 1989.

Secondary source: What I learned from this source is that the Chinese were very private people.

3. Shaughnessy , E.L.. China Empire and Civilization. Oxford, New York : Oxford University Press, 2000.

Primary source: What I learned from this source is that the Forbidden City Palace was the most prestigious place in Beijing.

4. <http://www.chinavista.com/Beijing/gugong/lstart.htm/>

Secondary source: What I learn from this web cite is that no common people could visit the Forbidden City Palace.

5. <http://www.beijing-china.net/>

Secondary source: What I learned from this web cite is that Beijing is the capital of China and that the palace was built between 1406 and 1420.

6. <http://www.Chinese.culture.about.com/library/weekly/AA121297.htm/>

Primary source: What I saw on this web cite is pictures of the Forbidden City. Also this is when I realized that the palace represented power and wealth because a brick wall that kept

(Attachment #4)

How To Cite Sources

To Use Citation Maker

1. Go to Google.
2. Type in Citation Maker Home Page.
3. Click on third entry—OSLIS Elementary How-To Index
4. Click on “Cite Sources”
5. Click on Citation Maker (near the top of the page towards the left side)



6. Click on source you wish to put in correct bibliographic form.

(Attachment #5)

Name _____ Period _____ Date _____

HISTORY PROJECT RUBRIC/EVALUATION

PROCESS PAPER

- Title Page-ONLY title of entry, your name, contest division and category 5 pts.____
- Annotated Bibliography/Separate primary and secondary sources 10 pts.____
- No more than 500 words 5 pts.____
- Include the following:
 - a) Explain how you chose your topic 20 pts.____
 - b) Explain how you conducted your research 20 pts.____
 - c) Explain how you selected your presentation category and created your project 20 pts.____
 - d) Explain how your project relates to the NHD theme 20 pts.____

TOTAL 100pts.____

EXHIBIT

- Correct size
- Does it include a media device? If so, did you follow rules for using media?
- Word limit-500 word limit of all text on board created by student
- Did it thoroughly explain the theme?

TOTAL 100pts.____

PERFORMANCE

- Time-Not longer than 10 minutes
- Performance introduction-Did you give entry title and names of participants
- Did you carry/set up/operate all your own equipment?
- Did it thoroughly explain the theme?

TOTAL 100pts.____

DOCUMENTARY

- Time requirements-Not longer than 10 minutes
- Introduction-Did you announce title and participants?
- Did you run ALL equipment yourself?
- Was your production student-produced?
- Was your production original?
- Did you provide credits when necessary?
- Did it thoroughly explain the theme?

TOTAL 100pts.____



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



Name: Cynthia Ambrose

School: Stivers School For the Arts Grade Level: 7

Lesson Plan Title: Introduction and Explanation of History Day Project-7th Grade Lesson 1 (One class period)

Content Area(s)	Social Studies-Ancient World History
Learning Objectives	To understand the purpose and structure of National History Day. To describe the overall theme for the year. To discuss possible topics for History Day To begin process for the selection of a topic to explore for the History Day Project
Standards, Benchmarks, and Indicators for the Ohio Academic Content Standards for Social Studies	<p><u>People in Societies- Cultures- Grade seven</u> 1. Analyze the relationships among cultural practices, products and perspectives of early civilizations.</p> <p><u>Social Studies Skills and Methods-Grade Seven</u> <u>Thinking and Organizing</u> 1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.</p> <p><u>Communicating Information</u> 1. Compare multiple viewpoints and frames of reference related to important events in world history.</p> <p><u>Problem Solving</u> 2. Establish guidelines, rules and time lines for group work. 3. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.</p>
Vocabulary	N/A
Preparation for Teacher (Historical background that teacher must do to prepare for lesson)	<p>1. Read through current Social Studies book and list 10-15 theme-related research topics.</p> <p>2. Copy information sheet for students that explains the theme of the History Day competition. Also include the preselected research topics. Students should receive this information in mid-October. (See attachment #1)</p> <p>3. Watch a movie called, <i>Generation H</i> in order to prepare for the History Day experience. This movie lasts 60 minutes and documents several students' journeys to the National History Day contest in Maryland. It gives needed perspective on what is demanded for the research. This movie is available for purchase from the National History Day website. Click on the "Order NHD materials" icon. It costs \$10.00. You can also order it from DPS Media</p>



	<p>Services.</p> <ol style="list-style-type: none">4. Preview the six minute video on History Day which briefly describes a student's participation in a History Day competition. This video is also available at the National History Day website. Click on "Order NHD materials". The video costs \$5.00. You can also order from the DPS Media Services.5. Contact Ohio Historical Society and request information about meetings they sponsor that explain History Day. Website: http://www.ohiohistory.org.6. There is a curriculum book that is available in late summer for each year's contest that is very useful. It gives topic ideas (surprisingly there were some for ancient history!) and contest rules. A teacher packet of this information is available for \$15.00 at the website of National History Day. Click on "Order Materials".7. Talk to former History Day participants (both teachers and students). If possible arrange for former participants to visit classroom and share highlights of their experience.8. Frequently access the National History Day (www.nationalhistoryday.org) website. Read and reread the rules and regulations published there.9. Prepare a bulletin board in your classroom which lists the year's theme. Also include several upcoming deadlines. The date of the local and state competition should be well publicized.
<p>Core Activities (Detail in steps with division of time)</p>	<ol style="list-style-type: none">1 Ask students if they have ever been involved in a Science Fair and if so, what was required? List details such as idea for project, research, data, and materials to present information, etc. Explain to students that they will be participating in a local, state, and perhaps even a National History Day competition modeled much like the Science Fairs in which many may have already participated. (5 minutes)2. Write the theme on the board from the 2004 History Day Fair competition and explain its significance to the project. Conclude by telling students there is a different theme each year and that the theme for 2005 is "Taking a Stand". (2-3 minutes)3. (If possible) Introduce several former students who participated in the previous year's competition. Explain that these students will share their 2004 History Day Fair project and their research with the class. Try to include presentations from all four project categories (exhibit, documentary, historical paper, performance). Allow ample time for 7th graders to question visiting classmates. (20 minutes)4. Distribute copies of the judges' evaluation sheet. (available online at www.nationalhistoryday.org) (I tried to scan these but for some reason they did not scan well. I suggest you order them online.) Explain that the class will evaluate the content of each project and how it was presented. Explain also that in addition to a visual presentation of three of the categories, there is also a process paper to complete. The process paper will not be explained today. As a class complete evaluation sheets together after each



	<p>presentation. The teacher may find it easier to have a transparency to use while the class is completing theirs individually (15 minutes).</p> <p>5. Distribute information sheet about History Day. (Attachment #1) Read it together and field questions.</p> <p>6. Conclude class by encouraging each student to reflect on the theme for this year's history day and to begin thinking about what they would like to research for their history project.</p>
<p>Overview of Student Activities (How will you & your students be using technology? What learning strategies will be implemented? (i.e., independent and or group work) What products will be developed by students? What skill(s) (Bloom's Taxonomy) is/are used in the activity(s)? (in bold)</p>	<p>Students will know and understand the ideas, purpose and structure of History Day.</p> <p>Students will analyze previous student performances and use them as a catalyst in creating an original project of their own.</p> <p>Still will be knowledgeable about the judging process.</p>
<p>Resources/Materials List software, websites, references, etc.</p>	<p>Website for National History Day-www.nationalhistoryday.org</p> <p>Copies of evaluation sheets used by judges. (available online at official website. (www.nationalhistoryday.org click on "Order Materials")</p> <p>Design for bulletin board</p> <p>Video of National History Day, <i>Generation H</i> (available at www.nationalhistoryday.org click on "Order Materials) Also available through DPS media services.</p>
<p>Collaboration/Sharing How will this lesson support the inter disciplinary process? How will student products be showcased?</p>	<p>The projects developed for History Day will draw on information learned from English, Art, Theater, Music, Dance, and the Visual Arts.</p>
<p>Assessment How will student products and/or process be assessed? How will you communicate student expectation? Rubric?</p>	<p>Students will turn in evaluation sheets used to judge student presentations in the classroom. They will be assessed by the teacher to determine if:</p> <ul style="list-style-type: none"> the student evaluator understood that each presentation needed to communicate the theme of History Day. there were positive and constructive comments on each sheet regarding particular aspects of each program. Were helpful suggestions given? <p>If students successfully complete the evaluation sheet they will demonstrate that they understand that their history project must relate to the theme of the event. They will also understand that there are several ways to present their history project and that they are knowledgeable about the judging process.</p>

ATTACHMENT #1
HISTORY DAY PROJECT
"TAKING A STAND"

You will be responsible for creating a project and participating in a national history contest. This contest has an annual theme. This year the theme is, "Taking a Stand in



History". Your project must research this theme. Included below are a list of possible research ideas that use this theme. Choose ten of them, read about the topics and then list five things you learned while reading about these topics. After researching the ten topics you picked, select one that you would like to know more about. This will become your research topic. This topic idea is due _____.

You will decide how you wish to present your project. It can be in the form of an exhibit, a performance, a research paper or a documentary. You may work alone or in a group of up to five people.

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POSSIBLE TOPICS

The Crusades
Martin Luther
The Reformation



The Enlightenment

Jesus Christ

Mohammed

Buddha

Hammurabi's Code

Justinian's Code of Laws

Magna Carta

King Henry VII

Bartolome de Las Casas

Marie-Olympe de Gouges

Socrates



Name: Cynthia Ambrose

School: Stivers School for the Arts Grade Level: 7

Lesson Plan Title: Helping Students Pick a Topic Lesson 3- One class period

Content Area(s)	Social Studies-Ancient World History
Learning Objectives	Assist students in finding a suitable topic for their History Day project. Guide students in finding appropriate research material for their History Day project..
Standards, Benchmarks, and Indicators for the Ohio Academic Content Standards for Social Studies	<p><u>People in Societies-</u> <u>Cultures- Grade seven</u> 1. Analyze the relationships among cultural practices, products and perspectives of early civilizations.</p> <p><u>Social Studies Skills and Methods-Grade Seven</u> <u>Thinking and Organizing</u> 1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.</p> <p><u>Communicating Information</u> 4. Compare multiple viewpoints and frames of reference related to important events in world history.</p> <p><u>Problem Solving</u> 5. Establish guidelines, rules and time lines for group work. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.</p>
Vocabulary	N/A
Preparation for Teacher	1. Review attachment #1 that was distributed earlier. Copy additional sheets if



<p>(Historical background that teacher must do to prepare for lesson)</p>	<p>necessary. Call the Montgomery Public Library and make arrangements with the librarian for students to tour the reference section. This can be an independent visit by the students or can be set up as a field trip for the whole class. Also make arrangements with the school librarian for students to tour the school library in order to become familiar with reference materials.</p>
<p>Core Activities (Detail in steps with division of time)</p>	<ol style="list-style-type: none"> 1. Make transparencies of completed evaluation sheets used by students when they watched former History Day participants share their projects. Review these class performances/evaluations together. Field questions and emphasize what the judges will be looking for.(10 Minutes) 2. Review (or distribute if necessary) sheet of information about History Day. (See attachment #1). Read through together, review details and field questions. (15 minutes) 3. Once students have selected 10 topics from the topic selection sheet they will spend two days in the school library completing the worksheet with requisite information. (See attachment #2) Once the preliminary research is complete they will be instructed to select one topic that interests them. They will research this topic for their History Day project. They will also complete the “National History Day Topic Selection Worksheet”. (Attachment #3 or available on the National History Day website under “Educator’s Lounge” and then click on “NHD Worksheets For Classroom Use”). When students hand in the topic of their choice, they must also decide in which category they will create their project i.e. exhibit, performance, documentary, paper. (Two days in school library.) 4. This assignment is due five days after it is distributed.
<p>Overview of Student Activities (How will you & your students be using technology? What learning strategies will be implemented? (i.e., independent and or group work) What products will be developed by students? What skill(s) (Bloom’s Taxonomy) is/are used in the activity(s)? (in bold)</p>	<ol style="list-style-type: none"> 1. Students will use several secondary source reference materials to provide an overview of ten randomly selected topics to research. These materials could include their Social Studies book, <u>Social Studies the World</u> by Scott Foresman, recent encyclopedias, books on the selected topics, internet sources, and interviews. Hopefully, one of the topics they researched will pique their interest and they will commit to developing their project around that specific topic. 2. The students will do this assignment independently. They will compare and discriminate between ideas, verify the value of evidence and determine its veracity and applicability to their research project. <p>The students will be responsible for completing the worksheet designating their research topic and the category in which they will compete.</p>
<p>Resources/Materials List software, websites, references, etc.</p>	<ol style="list-style-type: none"> 1. Dayton library- http://webster.dayton.lib.oh.us/default/Subjects/index.crm 2. www.nationalhistoryday.org click on “Research Links” at the bottom of the page. Also click on “Site Search Engines” in the middle of the page. <p>Secondary sources such as encyclopedias, library books, magazine articles, interviews.</p>
<p>Collaboration/Sharing How will this lesson support the inter disciplinary process? How will student products be</p>	<p>Students will:</p> <ul style="list-style-type: none"> • collect historical information • interpret facts, compare and contrast historical information and



showcased?	<p>documents.</p> <ul style="list-style-type: none"> • summarize historical information • select information relevant to history day project <p>Inform other teachers about history project objectives in case students need additional support.</p>
<p>Assessment How will student products and/or process be assessed? How will you communicate student expectation? Rubric?</p>	<p>Students will be assessed on the quality of the completed research log which listed the ten randomly selected topics. They will also be assessed on the completion of the “National History Day Topic Selection Worksheet” identifying their research project for the History Day competition.</p>

ATTACHMENT #1
HISTORY DAY PROJECT
“TAKING A STAND”

You will be responsible for creating a project and participating in a national history contest. This contest has an annual theme. This year the theme is, “Taking a Stand in History”. Your project must research this theme. Included below are a list of possible research ideas that use this theme. Choose ten of them, read about the topics and then list five things you learned while reading about these topics. After researching the ten topics you picked, select one that you would like to know more about. This will become your research topic. This topic idea is due _____.

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Justinian's Code of Laws

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King Henry VII

Bartolome de Las Casas

Marie-Olympe de Gouges

Socrates



Attachment #2

Name _____ Date _____ Period _____

Research Sheet

List five topics you would like to research. Include several facts about each topic. When complete, carefully review each topic and decide on one that interests you enough to create a history project.

For reference you may want to look at these sources:

1. www.nationalhistoryday.org

Click on "Site Search Engine" and type in the topic you are researching.

You can also click on "Research Links" at the bottom of the page.

2. Reference books such as encyclopedias, special historical dictionaries, and historical atlases.

3. Popular Periodical Literature- Popular magazines, indexed in the *Reader's Guide to Periodical Literature*, can give you ideas and some general information about particular topics.

4. History Textbooks

1. Topic #1 _____

Five facts I learned:

1. Topic #2 _____

Five facts I learned:



2. Topic #3 _____
Five facts I learned:

3. Topic #4 _____
Five facts I learned:

4. Topic #5 _____
Five facts I learned:

5. Topic #6 _____
Five facts I learned:

6. Topic #7 _____
Five facts I learned:

7. Topic #8 _____
Five facts I learned:

8. Topic #9 _____
Five facts I learned:



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9. Topic #10 _____
Five facts I learned:

(Attachment #3)

National HISTORY DAY TOPIC SELECTION WORKSHEET

Instructions: Use this worksheet to help you select a topic for this year's National History Day theme. Name of individual(s) involved in this entry: _____

This year's NHD theme:

My/our general area of interest:

Preliminary topic idea:

Issues/questions to be explored in my/our research (how to compare, contrast, or interpret using your own ideas): Working title (and subtitle if appropriate):



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This statement (my/our NHD project will examine, compare, discuss, show, etc.):

NATIONAL HISTORY DAY www.NationalHistoryDay.org