Louisiana History Day Project-Based Learning Elective

Curriculum for Middle and High School Classrooms

**WWII Media and Education Center
The National WWII Museum**

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Louisiana History Day Regional Partners

Chennault Aviation and Military Museum
Monroe, Louisiana

The National WWII Museum
New Orleans, Louisiana

Louisiana State Exhibit Museum
Shreveport, Louisiana

Vermilionville Folk Life and Historical Park
Lafayette, Louisiana

**Louisiana Sports Hall of Fame and
Northwest Louisiana History Museum**
Natchitoches, Louisiana

West Baton Rouge Museum
Port Allen, Louisiana

To Louisiana Principals, Teachers, and Curriculum Specialists:

Over the past several years, the National History Day program has gained popularity among middle and high school history teachers across the state of Louisiana. Teachers and students see significant benefits from participating in the project-based learning methods built into the National History Day program. Students are required to think critically, investigate primary and secondary sources, and generate their own arguments and conclusions on a historical topic of their choosing. Teachers around the state incorporate National History Day into their classrooms and see students thrive as they learn the steps of historical research through their own historical investigations.

Introducing the Louisiana History Day Project-Based Learning elective into school districts around the state provides teachers a new tool to implement the History Day program. This structured curriculum allows students and teachers to more fully engage with historical research and methodology without a significant demand on core curriculum time. Offering the Project-Based Learning elective motivates students to study areas they personally find interesting, share their research on multiple platforms, and get class-credit for their hard work.

Whether or not students plan on pursuing a path in history after high school, participating in National History Day teaches fundamental research techniques, encourages them to develop a project with various media, and gives them the opportunity to defend their argument with confidence and consistency. Offering National History Day as an elective in your school allows teachers the opportunity to thoroughly teach these history research skills and create an environment where students can concisely present their research with public history methods. Additionally, since the curriculum takes an interdisciplinary approach, the National History Day elective allows for the integration of academic disciplines and reinforcement of academic skills.

Within this Leadership Package, I have included a syllabus, correlating Common Core Standards, and a course guide sheet to help you get started. The course guide sheet includes all of the necessary course numbers and descriptions for both the high school and middle school level. Also included in the package are teacher and alumna testimonials and information directly from National History Day regarding the overall impact and benefits of the program.

Should you have any questions or want further information about the Louisiana History Day Project-Based Learning Elective feel free to contact me, personally.

Sincerely,

Adam T. Foreman, Student Programs Specialist
Media and Education Center, The National WWII Museum

Principals, Teachers, and Curriculum Specialists:

As a junior in high school, I participated in the National History Day competition through my AP United States History course. My teacher had us choose a book that represented the theme of that year, *Exploration, Encounter and Exchange in History*, to begin writing a historical paper that used the book we chose. My teacher chose several papers to participate in the Shreveport Regional History Day Competition. I remember feeling shocked when she read my name as one of the few to represent my high school in the regional competition.

My project advanced to the Louisiana History Day State Competition, where I was able to apply for a full-paid educational travel scholarship to The National WWII Museum's Normandy Academy; after applying for the scholarship and editing my historical paper to what I thought at the time was perfection, I waited for the day I drove to New Orleans for the competition. When State finally arrived, my nerves were at an all-time high. I remember thinking that there was no way I was going to win the Normandy Academy award. During the award ceremony, I found myself walking on stage to accept the E.J. Ourso Normandy Academy Award. Without the Normandy Academy, I can one hundred percent say that I would not be where I am today; and there is no way that I could have taken part in the Normandy Academy without Louisiana History Day.

While balancing my AP US History assignments and the History Day project taught me valuable skills, I will say that I wholeheartedly believe I would have produced a much better paper had I been able to take advantage of an elective dedicated solely to project-based learning. Not only could the project itself have been improved, but the research and writing methodology that I learned from the experience could have been accomplished to a higher degree. I have found that the research skills I learned during the History Day process were invaluable to improving my analytical and critical thinking skills required for standardized tests, as well as the demands of my current professors.

Participating in National History Day made me a better student, taught me a multitude of skills that I was able to take with me to college, and solidified my love for history. Furthermore, without the opportunities afforded to me through Louisiana History Day, I would not be a history major or an intern at The National WWII Museum. I can confidently say that the National History Day Competition changed my life in ways that I never imagined. I truly believe that students across Louisiana should participate in the NHD process, but I also highly encourage the administration and teachers to consider incorporating the Louisiana History Day Project-Based Learning Elective into their schools. The caliber of student that this curriculum could shape is impressive and exactly what higher-level high school teachers and university professors are looking for in their students.
Emily Hanish
National History Day Alumna, 2016
University of New Orleans

Dear Administration, Teachers, and Parents:

When I was in middle school in Kansas, a group of my classmates gave a performance entitled "Just 60 Seconds," a riff on the TV Show *60 Minutes* about winter wheat's journey from Europe to the breadbasket of America, as the state is known. In ten minutes, the group showed my classmates and me the origin of something that surrounded us every day and was central to the economy of our community. Through their performance, I learned about history and my heritage. This was my first encounter with National History Day, and though I was not a participant, I was sold.

Twenty years later, my first encounter with National History as an educator occurred when my students in South Korea created a documentary about the major highway that connected the northern part of the country to the south. It was through this project that I saw three young people transform from history students to historians by finding and using primary source documents, making sound arguments, and putting together a compelling story. There is no doubt that these academic skills helped them in their high school and college careers. For me, a career educator, that is reason enough to love National History Day. The reason I promote it to my students is that it is more than a research project or a competition: it is a formative experience that helps students mature and grow in confidence and self-awareness. This is why, when I arrived in Louisiana five years ago, I was eager to make National History Day-style projects part of the social studies curriculum at my school and why I am always thrilled to have students participate in the regional, state, and occasionally national contests each year.

In addition to developing the academic skills of critical reading and argumentative writing, students who participate in National History Day grow in social and emotional ways. In working on a project of this scope, students become better at executive functioning and learning how to listen to and integrate feedback. They value the process of building their research paper, website, display, documentary, or performance as much as having a completed final project. Those who have worked in groups have become better at planning, cooperation, collaboration, and compromise. Students who create websites and exhibits learn about the principles of design. Those who make documentaries learn about the power of images, effective narration, and film editing. Our performers learn how to add personal touches to make the people that history has commemorated come to life.

This program receives my highest endorsement, and I hope that you and your students can experience the joy of National History Day.

Regards,
Rebecca Kuhn, Ph.D.
Social Studies Department Chair
Episcopal School of Baton Rouge

Dear Administration, Teachers, and Parents:

Participating in History Day enables students, through project-based learning, to develop their research and writing skills. In addition, students hone their critical thinking skills as they evaluate primary and secondary sources and share their conclusions in a creative manner. All of these proficiencies lead to higher scores on standardized exams as well as in college courses. Just recently I received an email from a former student:

> "I was in your APUS History class 2 years ago and I just wanted to reach out and say thank you for making us do that really long History Day project… I didn't appreciate all the work we put into finding sources, taking notes, and making an annotated bibliography then, but I *really* do now. I'm double-majoring in Psychology and History at Centenary College and this semester I finished a 23-page research project. I saved a lot of time with the footnotes and the annotated bibliography because you walked us through every step junior year, and I really appreciate your doing that for us."

Regardless of their academic pursuits, students who participate in National History Day continue to use the skills they learn throughout their academic careers. The National History Day program in Louisiana has prepared students for future success better than any equivalent project-based program.

For those who travel to State History Day in New Orleans and others who have the opportunity to compete at the National level in College Park, Maryland, the experiences can be life-changing. Plus, exploring The National WWII Museum and touring Washington, DC, are enlightening unto themselves. I strongly endorse this challenging, educational, and fun program.

Sincerely,
Karen Soileau
AP US history teacher
Judicial Process/Comparative Politics teacher
Social Studies Department Chairperson
Caddo Parish Magnet High School
Shreveport, Louisiana

1. Pitch the National History Day Project-Based Learning elective to your principal and counselor using this leadership package and any other relevant materials.
2. Once the elective is approved at your school, use the course codes and course descriptions below to promote the course and enable registration.
3. Using the general syllabus and lesson plans, customize the elective to your personal teaching style, grade level, Common Core Standards, and local regional and Louisiana competition timelines.

MIDDLE SCHOOL

Social Studies Elective Course Code – 220098

Course Title – Louisiana History Day (Title of Annual Theme)

Course Description – Students will use the National History Day (NHD) model to research, write, and formulate arguments based on the competition theme and topic of their choosing. Using their research and arguments, they will create a research project and participate in the regional History Day competition with the opportunity to advance to the state and national levels. Through this class, students will gain a clear understanding of the historical research process, develop research skills, and explore various public history methods.

HIGH SCHOOL

Social Studies Elective Course Code – 220099

Course Title – Louisiana History Day (Title of Annual Theme)

Course Description – Students will use the National History Day (NHD) model to research, write, and formulate arguments based on the competition theme and topic of their choosing. Using their research and arguments, they will create a research project and participate in the regional History Day competition with the opportunity to advance to the state and national levels. Through this class, students will gain a clear understanding of the historical research process, develop research skills, and explore various public history methods.

Teacher
Classroom #
E-Mail
Phone Number

Course Overview

The Louisiana History Day Project-Based Learning course is designed to teach students proper research skills through the process and completion of a National History Day project. Students will choose a topic, conduct a historical investigation, and develop a final project in the form of a historical paper, exhibit, documentary, website, or performance to enter into the Regional History Day Competition with the opportunity to advance to the state and national competition levels. By participating in National History Day, students will learn how to properly formulate and defend an argument by using sound research, advanced critical thinking, and clear and concise presentation methods.

Instruction Methods

Classes will be a balance of independent student work and lessons on the research process. We will use a variety of resources to explore the different aspects of research methodology and public history.

Course Objectives

Upon completing this course, students should be able to:

- Propose and defend a specific point of view on a contemporary or historical issue that relates to the annual theme and provide supporting evidence to justify that position.
- Produce clear and coherent writing for a range of tasks, purposes, and audiences by:
    - conducting historical research
    - evaluating a broad variety of primary and secondary sources
    - comparing and contrasting varied points of view
    - determining the meaning of words and phrases from historical texts
    - using technology to research, produce, or publish a written product
- Develop and strengthen research skills as needed by planning, revising, editing, rewriting, broadening source reviews, trying a new approach, focusing on addressing what is most significant in their investigative findings for the project's thesis and audience.

Required Supplies

- (1) Three-ring Binder
- Pocket dividers
- Access to a personal computer
- A flash drive
- Any supplies necessary for project competition

Grading Breakdown

This course will consist of multiple grades including homework, classwork, a midterm and final assessment, and of course, the final History Day project. The midterm and final grades will be based on additional projects to be completed at the end of each semester and mandatory participation in the Regional History Day Competition.

NHD Final Project	x%
Classwork and Homework Assignments	x%
Midterm Assessment	x%
Final Assessment	x%

Homework

All assignments and project due dates are updated and posted regularly. Please check the calendar for updated due dates as they are strictly enforced. See the course schedule for the current due dates for the year. Most assignments will be given in class or you will be allotted ample time to finish them in class.

Classroom Policies

In order for students to be successful, it is imperative that they adhere to classroom policies. Because the coursework consists primarily of in-class assignments and participation, failure to follow class rules and procedures will result in point deductions from assignments.

Assignments will often be accompanied with a rubric describing the point break down. All late work will be met with a reduced letter grade for each day that it is late unless the student is absent from the entire school day or there is an extenuating circumstance. If an assignment is due on a certain day and the student is marked present for any part of that day, the student will still be responsible for turning in that assignment. **Absence from this particular class does not change the due date of an assignment.**

If a student misses class, they are responsible for making up any missed assignments and what was covered in class that day – they should do so by keeping up with the course schedule below, checking our online classroom platform, and contacting their fellow classmates. Upon needing further clarification on the material or assignments discussed in class, students should see me before or after the school day; attempting to get clarification during the class period will set the entire class back. Students are encouraged to make up any missed work as quickly as possible, but they are allotted make-up time based on the school policies.

Teacher-Parent // Student-Teacher Communication

Parents and students are welcome to email me regarding any questions or concerns they have as the class progresses. I will do my best to respond to emails within 24-hours. My planning period is _____ period from _____ to _____. If you desperately need to speak with me about an issue via phone call, please try to use this time to do so. Of course, if there is an emergency, do not hesitate to call me.

Week	Topics Covered	Assignments Due
Wk. 1	Introduction to National History Day and organizational research steps.	
Wk. 2	Annual theme and topic selection	
Wk. 3	Continue the topic selection process and draft working thesis statement.	-Three potential topics
Wk. 4	Present thesis statements for possible topics, work on final thesis draft, introduce NHD categories.	- Final Draft of thesis statement - Tentative Category choice.
Wk. 5	Primary and secondary sources; bibliographies and introduction to annotated bibliographies.	
Wk. 6	The importance of historical context	- Presentation of historical timeline of their topic - 5 total annotated bibliography sources
Wk. 7	Review of bibliographies, types of sources, and how to write source citations.	
Wk. 8	Determining central ideas from various sources. Introduction to Chronicling America as a primary source database.	- 10 total annotated bibliography sources
Wk. 9	Conducting interviews and using oral histories as sources	
Wk. 10	Understanding multiple points of view	- 15 total annotated bibliography sources
Wk. 11	Independent Research Week	- Research Analysis #1
Wk. 12	Independent Research Week	- 20 total annotated bibliography sources
Wk. 13	Creating an outline, introduction paragraph, and rough draft	- Research Analysis #2
Wk. 14	Continuing the outline process	
Wk. 15	Beginning the National History Day Final Plan	- Completed project outlines
Thanksgiving Break		

Wk. 16	Independent Work Week. Introduction to the Midterm Assessment	
Wk. 17	Independent Work Week and completion of Midterm Assessment	- Midterm Assessment
Wk. 18	Midterm Assessment Presentations	- Final Plan
Wk. 19	Process Papers	- Process Paper
Wk. 20	Independent Work Week, Progress Checks, and Peer Reviews	- Progress Check
Wk. 21	Independent Work Week	- Final Annotated Bibliography with any additional sources
Wk. 22	Self and Peer-Assessment	- Judge Evaluations - FINAL PROJECT
Wk. 23	Project Presentations and Practice Judge Interviews	- Sample Judge's Questions
Wk. 24	Final Revisions before Regionals and Project Wrap Party	
Wk. 25	Regional Competition reflection and project edits	
Wk. 26	Community Day	
Wk. 27	Video production and editing. Create a promotional video on the Louisiana History Day Project-Based Learning Elective	-Completed Promotional video
Wk. 28	Historiography: The History of Writing History	-3-5-page historiography
Wk. 29	Public History: Writing for non-specialist audiences	Short Historical Fiction, Graphic Historical Comic, or Web Article
Wk. 30	Public History: Podcasting	Audio podcast recording
Wk. 31	World War II and its expression in Public History	
Wk. 32	Using Maps in Historical Research	- Service on Celluloid Podcast response
Wk. 33	Public Memory and History in Art, Monuments, and Memorials.	
Wk. 34	Public History and Gaming, Introduction to Final Assessment, Independent work.	
Wk. 35	Independent Work on Final Assessment	-Final Assessment
Wk. 36	Final Assessment presentations. Theme party for next year's Theme.	

National History Day
Common Core State Standards Connections and Correlations

CCSS Standard Anchor Standard	(6-8)	(9-10)	(11-12)	Ties to National History Day
Reading/History (RH) 1 Explicit/implicit meanings	Cite specific textual evidence to support analysis of primary and secondary sources.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	-Students must use multiple resources, including both primary and secondary historical sources, and conduct extensive analysis for applicability to their research question and thesis.
RH 2 Main ideas	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	Determine the central ideas or information of a primary or secondary source; providing an accurate summary that makes clear the relationships among key details and ideas.	-Students must analyze primary and secondary resources and determine their main idea to see if it can be used to prove their thesis statement. NHD has word and time limits to which students must adhere. The skill of determining main ideas in a primary or secondary source is key to keeping to these limitations.
RH 3 Text relationships	Identify key steps in a text's description of a process related to history / social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	-Students use multiple primary and secondary sources to triangulate information to increase the likelihood of accuracy, and consider the best evidence and arguments put forward by source authors. -Students use key steps, details, and cause/effect to both deconstruct and synthesize relationships between events of their topic to create greater understanding and critically evaluate consequences.
RH 4 Vocabulary	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history / social studies.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history / social studies	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term of the course of a text	-The meaning of words is often embedded in historical context. This is taught as a History Day skill. -Students need to read, understand, and apply often complex vocabulary as they seek to write and prove their thesis.
RH 5 Text structure	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	-Text structures in history are often causal or sequential. -NHD students must learn the difference between these two text structures as well as how to use them in their argument. -The ability to determine text structure aids students as they critically evaluate and analyze information as it applies to their own work.
RH 6 Author purpose/perspective	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	- Students must conduct extensive analysis on their chosen primary and secondary resources for bias, reliability, and applicability to their research question

CCSS Standards

RH 7 **Visual literacy/** **technology**	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	- Students present their theses and research through multiple formats (e.g., digital media and websites). - Students are not always familiar with the type of format a primary or secondary source may be presented. For example, student researchers are encouraged to collect evidence such as census records and other forms of data related to their topics.
RH 8 **Argument and support**	Distinguish among fact, opinion, and reasoned judgment in a text.	Assess the extent to which the reasoning and evidence in a text support the author's claims.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	- Not only are students expected to take their own stand with a thesis statement, but they must be able to use primary and secondary historical sources to prove it. To do so, they will learn the skills needed to determine the difference between fact and opinion in resources, and work with the text to see where it fits in to what they are claiming. - It isn't enough to just read the information. Students need to identify the supports to the arguments as well. This practice serves as a model for support of their own arguments.
RH 9 **Multiple texts**	Analyze the relationship between a primary and secondary source on the same topic.	Compare and contrast treatments of the same topic in several primary and secondary sources.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	- Students' defense of their thesis using multiple sources is an integral part of NHD work and presentation. - Students must understand the difference between a primary and secondary source with NHD competition.
RH 10 **Text complexity**	By the end of grade 8, read and comprehend history / social studies texts in the grades 6 – 8 text complexity band independently and proficiently.	By the end of grade 10, read and comprehend history / social studies texts in the grades 9 - 10 text complexity band independently and proficiently.	By the end of grade 12, read and comprehend history / social studies texts in the grades 11 – 12 text complexity band independently and proficiently.	- The use of primary sources in NHD encourages students to read at and beyond their grade level text complexity level. - Differentiation of primary sources used to validate their thesis gives students the opportunity to read texts of higher complexity than what they may be accustomed. - Text complexity, according to the CCSS, consists of qualitative and reader/task measures as well as quantitative measures such as Lexile scores. By tying primary sources into their research, students use different levels of

CCSS Standard Anchor Standard	(6-8)	(9-10)	(11-12)	Ties to National History Day
Writing/History (WHST) 1 Argumentative writing	Write arguments focused on discipline- specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternative or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from or supports the argument presented.	Write arguments focused on discipline- specific content. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	Write arguments focused on discipline-specific content. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	- Students must form thesis statements based on self-directed research questions. - Students must use primary and secondary resources to prove their thesis, based on research questions. - Students must research claims to support (and refute) their thesis. - Students must conclude any presentation with a segment that supports their thesis. - Students must write a process paper that outlines what resources were used, and differentiates between primary and secondary sources. - All of this is in written form (process paper) regardless of the presentation of the final project. - Students must understand all perspectives of an issue as they seek to strengthen the support of their own thesis.

WHST 2 Informative/ explanatory writing	Write informative / explanatory texts, including the narration of historical events, scientific procedures / experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Write informative / explanatory texts, including the narration of historical events, scientific procedures / experiments, or technical processes. a. Introduce a topic clearly and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain- specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Write informative / explanatory texts, including the narration of historical events, scientific procedures / experiments, or technical processes. a. Introduce a topic clearly and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain- specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context. e. Provide a concluding statement or section that follows from and supports the information or explanation presented.	- Students organize research and their writing through rigorous analysis of primary and secondary sources. - Students who choose to write a paper for their presentation must follow expected writing conventions including content-specific vocabulary. - Even students who are creating exhibits, documentaries, websites, and performances will be writing text (scripts, narrations, captions/labels, etc.). Each of these will need to be organized clearly and fit category guidelines. - Students must write using a formal style that refrains from using opinion statements; rather, writing is structured on cause and effect, argument and support. - All projects must have clearly written and stated conclusions that bring closure to the presentation.

WHST 4 **Task, purpose and audience**	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
WHST 5 **Writing process**	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	- Revision is an essential component of the NHD process. Students can get multiple points of feedback both within the classroom and within the competition cycle. - Students develop a thesis statement, then plan, revise, edit, and rewrite on a topic of historical significance, focusing that which is most significant for a specific purpose and audience.
WHST 6 **Technology**	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	- Students choosing to present via website must use Internet technology as a presentation tool. - Many NHD students spend at least some of their research time – but not all – online. While only a small fraction of all the research material that exists is available online, there is an ever-increasing number of primary sources that students can find on the web (for example, many universities are putting their archival material online). - Documentary students will be working with technology through the use of digital cameras and editing software. - Many NHD students use online writing tools (such as Google docs/drive, My Big Campus, etc.) to share resources, collaborate with teachers, peers, and others, work through the writing process, and receive feedback.
WHST 7 **Inquiry and research**	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrating understanding of the subject under investigation.	- NHD is a research-based project. - Students must decide upon a topic that matches the given NHD theme for the year and conduct wide-ranging research based on original research questions. - Students must use multiple resources including both primary and secondary historical sources, and conduct extensive analysis on their chosen resources for bias, reliability, and applicability to their research question. - As students delve into their topics, they focus or broaden their research as appropriate to their inquiry.

WHST 8 **Relevant and reliable resources**	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, and overreliance on any one source and following a standard format for citation.	- Students must be able to distinguish between primary and secondary sources. - Students are expected to use a standard citation format in their presentations, and must turn in an annotated bibliography separating primary and secondary sources regardless of their method of presentation.
WHST 9 **Evidence for analysis and reflection**	Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	- The vast majority of the texts used in NHD are informational texts rather than literary texts. - Students must use multiple informational texts (primary and secondary historical sources) to prove their thesis.
WHST 10 **Routine writing**	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	- Work for NHD is broken down into many sections, some specified by teachers, others at the discretion of the student. Some writing is done during brief periods while researching; other writing is completed over a period of time, allowing students to reflect on their writing and utilize the writing process.

CCSS Standard Anchor Standard	(6-8)	(9-10)	(11-12)	Ties to National History Day
Speaking and Listening (SL) 1 Collaboration	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Initiate and participate effectively in a range of collaborative discussions with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue.	- NHD students who choose to work in groups instead of individual competition will work on effective participation skills with peers on their chosen topic. - The NHD competition cycle also provides opportunities for students to discuss their scholarship with members of a professional community. - Students are encouraged to seek personal interview sources. - Skills learned as part of the NHD process often include collaborative group analysis for case studies.

SL 2 Information analysis	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	- Students choosing presentation types such as exhibits, websites, performances, and documentaries must choose the format and media that best proves their thesis. - All students go through an oral interview with NHD judges at all levels of competition where they must defend their thesis using evidence from research.
SL 3 Bias	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	- Students may choose to use speeches as a primary source for their project. Many speeches/interviews with experts and participants are now available online for student research and critical analysis.
SL 4 Presentation	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	- Regardless of the chosen presentation of information, students must make a coherent argument for their thesis through the use of their chosen primary and secondary resources. - NHD enforces rules on word count and time limits, which forces precision in student work.
SL 5 Visual aids	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	- Students choosing to present via website must use Internet technology as a presentation tool. - Students choosing to present via documentary use programs such as iMovie. - Many History Day students spend at least some of their research time – but not all – online. While only a small fraction of all the research material that exists is available online, there is an ever-increasing number of primary sources that students can find on the web. - Students choosing to present via exhibit can use multi-media and visual aids in their presentation.
SL 6 Speech adaptation	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks	- Students prepare to respond to questions from NHD judges using proper English when indicated or appropriate.

*Data from National History Day and the Common Core State Standards: Connections and Correlatio

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Introduce students to the basic nature of the course, the concepts of research and organization, and National History Day

Topic: Introduction to the Course
Lesson: Go over the class syllabus and expectations.
Classwork: Information papers/cards
Homework: Get any papers signed by the parents

Topic: Overview of the National History Day Program

Lesson: Discuss the competition itself and past themes with their correlating projects. Introduce this year's theme and break it down with the students to give them a solid understanding of potential project topics. Use the annual theme book and resources provided by The National WWII

Topic: Students as Researchers

Lesson: Using the CSI Florence Activity, facilitate a brief discussion with the students about research versus investigation, and have the students complete the Investigative Report.

Classwork: Complete the CSI Investigative Report and Activity (https://www.lcsnc.org/Page/10093)

Topic: Methods of Organizing Research

Lesson: Reiterate why certain materials are needed for the class. Ask students why it is important to be organized in their research. From there, discuss organizational methods.

Classwork: Set up the Noodletools format and allow students to explore the site.

Homework: Listen to Ben Franklin's World Podcast episode 3
https://doinghistorypodcast.com/

Topic: Annual Theme

Lesson: Begin the class with a discussion of the Ben Franklin's World podcast regarding research organization. After the discussion, switch gears and begin going over the annual theme by watching the NHD Theme Webinar from the website.

Classwork: Turn in thoughts and questions from webinar

Through the Omohundro Institute, the "Ben Franklin's World" Podcast has created a "Doing History" channel where Liz Covart walks her listeners and students through the process of doing history with the help of renowned authors, professors, and historians. This podcast has been successfully used in classrooms and lecture halls across the country to encourage and help students through the research process.

Several of the "Doing History" podcasts are sprinkled throughout the year to help your class with different areas of the History Day process. The podcast is available through Spotify, Apple Music, Overcast, and on the website: https://doinghistorypodcast.com/. Students are to listen to the podcasts at home and take down notes and ideas to be discussed in a class discussion on the assigned day.

Hopefully students will walk away with a thorough understanding of how to carry out certain research tasks and an appreciation for podcasts!

<u>"Doing History" Podcast Schedule Possibilities:</u>

For the weeks that have multiple options, select the episode that you feel is best.

Week 1 – How to Organize Your Research (Ep. 9), How Historians Research (Ep. 3), Why Historians Study History (Ep. 1)

Week 2 – How Historians Find Their Research Topics (Ep. 2)

Week 5 – How to Research History Online (Ep. 8), What is a Historic Source (Ep. 5)

Week 6 – How Historians Read Historical Sources (Ep. 6), What is a Historic Source (Ep. 5)

Week 8 – The History of History Writing (Ep. 7)

Week 13 – How to Organize Your Research (Ep. 9)

Week 20 – Why Historians Study History (Ep. 1)

<u>Post- NHD Project Potential Lessons:</u>

Historiographies – The History of History Writing (Ep. 7)

What is an Archive and how do you use one? – How Archives Work (Ep. 4)

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will begin the topic selection process.

NHD Common Core Standards: WHST 7

MONDAY

Topic: Annual Theme (continued) and Topic Selection
Lesson: Continue last week's lesson on the annual theme. Make sure to break down the theme in depth so the students have a clear understanding of what their project topic should prove. Towards the end of class, show previous years national winners and discuss them in relation to their corresponding theme. Make sure to introduce the Journal Entry Assignment - collect the journal entries on Thursday for a weekly grade until you see fit to stop. Students will draft their process papers using their journals.

TUESDAY

Topic: Topic Selection

Lesson: Begin the class by looking at the sample topic list provided by NHD. Make sure to discuss how these topics relate to the annual theme. Go over the important factors that go into selecting a good topic, and also make sure to go over what makes a weak/sensitive topic – i.e. Hurricane Katrina.

WEDNESDAY

Topic: Topic Selection

Lesson: As a class, go through the NHD: Choosing a Topic Document.

Homework: Brainstorm potential topic ideas; journal entry

THURSDAY

Topic: Topic Selection
Classwork: Have students look through a variety of tertiary sources, such as textbooks, encyclopedias, Wikipedia, etc., for potential topics. Also use this day to go over the Special Prizes and Scholarship section on the State and National ; if students use certain sources or pursue specific topics, they can qualify for an award at the State or National
Competition. https://www.nhd.org/national-contest
Homework: Listen to Ben Franklin's World Podcast (Ep. 2)
https://doinghistorypodcast.com/

Assignment(s) Due: Journal Entry

FRIDAY

Topic: Topic Selection

Lesson: Discuss the podcast from the night before. Introduce the Topic Selection Questions Sheet.

Classwork: Topic Selection Questions for three potential topics

The journal entry assignment is meant to help track the History Day project process from choosing a topic to how the research was conducted. By doing this, creating the Process Paper will be much easier. Process papers are required for all project categories and are supposed to answer the following questions and must be 500 words or less:

1. How did the student choose their topic?
2. How did the student conduct their research?
3. How did the student select their project category?
4. How does the student's project topic relate to the theme?

You will naturally answer these questions throughout the journaling process – don't worry if you don't hit every question in your entry. As you complete this assignment, think about the following points along with the questions above!

• What was covered that week in class pertaining to the completion of the project?
• Have you found anything significant within your research since your last entry?
• What ideas do you have about the execution of your project in regard to the category you've chosen?
• Have you hit any dead ends?
• Do you have any thoughts regarding the History Day process?
• Have you thoroughly enjoyed working on some aspect of your project since your last entry?
• What kind of sources are you finding?
• Are you having a hard time finding primary sources? If so, why do you think that is?

You aren't limited to writing only about these points! Include any information or thoughts that you feel are relevant to your process paper and History Day experience. These should be **typed/written/both** and handed in on the day they are due – I will keep up with them and pass them back to you when it is time to work on Process Papers.

Look at the course syllabus and keep up with our classroom announcements for when these are due. They will be worth **x points**, and there will be **x entries.**

Alternative Option: Instead of having individual journal entries, Teachers may consider using an accessible blog platform where students can blog their progress and use those blog entries as the basis of their process paper. To maintain the privacy of students, student blogs should remain in the private setting shared only with their teacher.

A. Topic Selection

1. Historical sub-fields – History is a huge and broad umbrella that includes lots of sub-branches of history. Look at the list below and choose five to cross out (that you have NO interest in) and five to circle (that you have a high interest in).

political history	social history	military history	economic history
religious history	cultural history	diplomatic history	environmental history
women's history	public history	history of government	demographic history
rural history	family history	ethnic history	labor history
urban history	history of education	history of the common man	intellectual history

2. Time Periods / Geographic Regions – the second thing that you have to do is to narrow down some geographic locations. Based on that, choose one or two that you'd like to pursue.

North America	Central America	Caribbean	South America
Pre-Columbian	Pre-Columbian	Pre-Columbian	Pre-Columbian
Exploration and Settlement	Exploration and Settlement	Exploration and Settlement	Exploration and Settlement
Founding / pre-civil war	Independence movements	Independence movements	Independence movements
Post-Civil War	Twentieth century	Twentieth century	Twentieth century

Europe	Africa	Asia	Pacific Rim
Romans, Dark/Middle Ages	Pre-imperialism	Pre-imperialism	Pre-imperialism
Early Modern	Imperialism	Imperialism	Imperialism
Imperialism	Post-imperialism	Post-imperialism	Post-imperialism
Twentieth century	Modern Africa	Modern Asia	Modern Oceania

3. Are you thinking of working in a group? Glance at the paper of the members of your group – do you agree more than you disagree?

B. Web Searching – Choose three of the links below to explore.

Our Documents - http://www.ourdocuments.gov/index.php?flash=true&
- Look at the 100 most important documents in US history.
- Choose three that you think are interesting and note WHY you are interested in these documents

Document….	This is interesting because….

Library of Congress - http://www.loc.gov/teachers/classroommaterials/primarysourcesets/
→ Click on the link above and choose two set of primary sources

Primary Source Set….	This caught my attention…

National Historic Landmarks - http://www.nps.gov/nhl/
→ Sometimes a place can inspire an idea…. the National Parks Service protects historic places across the United States

Ideas…..

PBS History - http://www.pbs.org/topics/history/
- On the menu bar across the top, choose the "topics" and choose some categories that interest you. Note your pathways and ideas in the boxes below.

Ideas…..

Library of Congress Timeline –
http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/index.html
→ If you like to look at history chronologically…. try this

Ideas….

C. If you have extra time, consider some of these….

If you're interested in….	*Try….*
Exploration in North and South America….	• http://www.americanjourneys.org/
Colonial History	• http://www.history.org/history/teaching/index.cfm • http://www.dohistory.org/home.html
Social History	• http://www.ashp.cuny.edu/
Politics and government	• http://www.annenbergclassroom.org/
Women's History	• http://www.womeninworldhistory.com/thematic-units.html
A general overview of US History	• http://historymatters.gmu.edu/ • http://chroniclingamerica.loc.gov/ • http://www.digitalhistory.uh.edu/index.cfm • https://www.gilderlehrman.org/ • http://nhd.org/USHistoryPrimarySources.htm
World History	• http://www.bne.es/es/Colecciones/ • http://eudocs.lib.byu.edu/index.php/Main_Page • http://nhd.org/WorldHistoryPrimarySources.htm
Puerto Rican/Latino History	• http://centropr.hunter.cuny.edu/ • http://www.preb.com/geneal2/adasj.htm • http://www.loc.gov/rr/hispanic/

NHD Helpful Web Resources:

→ NHD Website: Find student project examples from past years, the annual theme sheet, tips for creating different types of entries, the contest rule book and more!
http://www.nhd.org

→ Need research tips from a master NHD teacher?
http://www.youtube.com/embed/usfIFqsHoVk

→ Need help writing a thesis statement from a master NHD teacher?
http://www.youtube.com/embed/5728zt9ZYnQ

Assignment: Complete this worksheet for (3) potential topics to be turned in for a grade. Make sure to answer each question thoroughly so you can effectively select your final project subject matter. Each topic should clearly relate to the annual theme for this year, please review the NHD Theme Book if you need further clarification.

Due Date: _____

Theme: <u>Communication in History – the Key to Understanding</u>

Identify the issue regarding communication that you are discussing.

1. Who were the key people involved?

2. What issues caused the specific communication change/development/issue? Put this in historical context.

3. Why change/development/issue necessary? Identify both points of view.

4. When and where did this take place?

5. Was this change/development/issue effective? Why or why not?

6. What was the impact (change that occurred) because of the development/change/issue in communication?

7. How does your topic affect our understanding of the time period of history it emerged in?

8. Why is the topic historically significant?

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will continue with topic selection and begin thesis statements.

NHD Common Core Standards: WHST 1, WHST 7, SL 4

MONDAY

Topic: Topic Selection

Lesson: Independent Work with opportunity for questions.

Classwork: Topic selection questions for (3) topics

TUESDAY

Topic: Topic Selection

Lesson: Independent Work with opportunity for questions.

Classwork: Topic selection questions for three potential topics

Homework: Finish topic selection questions

WEDNESDAY

Topic: Topic Selection Presentations

Classwork: Have students present their three topic selections to the class; this way you will be able to see if there are any similar project ideas and the students will practice their presentation skills.

Homework: Journal Entry

THURSDAY

Topic: Topic Selection Presentations (continued)

Lesson: If students finish presentations early, introduce the lesson on creating thesis statements that you will get into tomorrow.

Classwork: Have students present their three topic selections to the class; this way you will be able to see if there are any similar project ideas and the students will practice their presentation skills.

FRIDAY

Topic: Developing a Thesis Statement

Lesson: Go over the Constructing a Thesis document and talk about what makes a strong thesis. Make sure the students understand that their thesis statement may change throughout the research process, but it should still relate to the theme.

Classwork: Strong vs. Weak Thesis Handout

Homework: Create three rough draft thesis statements for the three potential topic choices. These should be typed and will be presented in class on Monday for teacher review and feedback.

The main goal of a research project is to create and successfully prove an overarching argument better known as a **thesis statement.**

A thesis statement is a brief yet concise summary of the main point that your research is trying to prove. It is usually one sentence long but can be two sentences if absolutely necessary, and it typically appears at the end of your introduction paragraph.

In order to begin thorough and focused research, you need to have an idea of not only your topic but your thesis statement as well. However, thesis statements are subject to change depending on the primary and secondary source evidence that you find. So, do not be worried if your final thesis statement diverges from your original thesis statement.

In the case of History Day, your thesis statement should include your main argument, how this research project relates to the annual theme, and its historical impact.

THESIS STATEMENT = THEME + TOPIC + IMPACT

Questions to ask yourself when drafting your thesis statement:

- What is the theme?
- What am I trying to prove about my historical topic?
- How am I going to prove my argument?
- What main points do I need to cover in order to completely argue my point?
- Are there enough primary and secondary sources to prove my argument?
- Has this argument been made before?
    - If it has, how can I expand upon it?
    - Are there holes in the original argument that I can fill?
- Is my idea too broad?
- Is it too narrow?
- What are the opposing points of view for my thesis?

In order to give you some insight on what a strong thesis statement looks like, look at the example statements on the back of this handout and consider the questions below to analyze the strength of each statement.

1. Is it clear what the project will be about?
2. Is the statement arguable?
3. Is there something that has to be proven?
4. Will research be necessary to prove the thesis?
5. Is there only one main idea?
6. Is it about something in the past that is important?

Rewrite two of the weak statements to make them stronger.

Thesis	Strong	Weak	Reasons
Richard J. Daley died in 1976.			
The Juvenile Court system was established to remove children from the adult criminal justice system and help youth reform, but over the years it became a source of punishment and imprisonment.			
Pesticides kill thousands of farmworkers and must be stopped.			
German immigrants in Chicago had enormous difficulties during World War One as they were forced to choose between being "German and an enemy" or forsaking Germany to be "American".			
Before Title IX, there were few female basketball players.			
How did The Jungle make an impact on the foods we eat?			
The reversal of the Chicago River, which improved sanitary and health conditions of Chicagoans, demonstrated that science and technology cannot solve problems unless there are economic motives and political will.			

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will finalize topic decisions, continue working on their thesis, and select a category for the competition.

NHD Common Core Standards: WHST 1, WHST 7, SL 4

MONDAY

Topic: Thesis Statement Development

Classwork: Have the students present their three thesis statements and rank each other's statements from strongest to weakest argument – give formal feedback to each student

Assignment(s) Due: Three rough draft thesis statements

TUESDAY

Topic: Presentation Categories
Lesson: Finish any remaining Thesis Statement Presentations. Go over the different presentation categories and show final project examples for each category using the video below.
https://www.youtube.com/watch?v=00MNqTAQm5E

WEDNESDAY

Topic: Choosing a topic and presentation category

Lesson/Classwork: Students should go through each of their topics to begin finalizing their topic choice. They should make a list of pros and cons for each presentation category based on their strengths/weaknesses and the topic they choose. Use the NHD Website and Making History Series to make this decision.

Homework: Journal Entry

THURSDAY

Topic: Presentation Categories

Lesson/Classwork: Have the students gather into groups based on their chosen presentation category to watch their category webinars and review History Day rulebooks. This class period should be used to make sure that each student has a clear understanding of the requirements of their category.

Assignment(s) Due: Journal Entry

FRIDAY

Topic: Finalizing Topic Choices and Thesis Statements

Lesson/Classwork: Work on thesis statements and topic proposal form to turn in at the end of class.

Homework: After students turn in their Topic Proposal Forms, post a response to FlipGrid explaining why they chose their topic and category.
Assignment(s) Due: Topic Proposal Form and working thesis for topic

Week 4

FlipGrid is an online platform created by Microsoft that allows students to post short video responses to prompts created and posted by you. It's completely free for educators and students to use, and when incorporated into the classroom, it allows students to have their own voice in a creative and exciting manner. FlipGrid blends learning and having fun by promoting a virtual environment that empowers students.

There are several ways to incorporate FlipGrid into the Louisiana History Day Project-Based Learning curriculum, so feel free to add in your own ideas and prompts! Listed below are a few ways to use this learning device in the classroom.

Podcast Responses
- Have the students post a response to the Podcasts they listen to! They can share what they learned, anything they found particularly interesting, or something they are still confused about! These responses can show you where you should steer the in-class discussion.

Week 4: Selecting their History Day topic and category group
- After the students turn in their Topic Proposal Forms, have them verbally explain why they chose their topic and category in a FlipGrid video. Choosing their topics is a very exciting task, so these responses will naturally be very energetic and rewarding to look at.

Week 5: Primary Sources
- Ask the students to pick one item that they use regularly in their house and describe how that object could be a primary source for historians100 years from today.
    - Ex: A flat iron would say a lot about how women got ready and the beauty standards of the era.

Week 8: Students have turned in 10/20 Annotated Bibliography Sources
- At this time, the students will have completed approximately half of their research. Post a prompt asking them if they have found any stand-out sources or if anything has surprised them in their research thus far.

Week 9: Oral Histories and Interviews
- Some students will be able to conduct interviews for their projects, but others, for a variety of reasons, may not be as fortunate. On the Friday of this week, have students respond to this prompt: "If you could interview anyone regarding your History Day topic, who would it be and why?"

-

Week 12: Students have turned in 20/20 Annotated Bibliography Sources
- At this time, the students have completed approximately all of their research. Post a prompt asking them if they have found any stand-out sources or if anything has surprised them in their research thus far.

Week 23: Preparing the students for Judging
- Students will go over possible judging questions and scenarios for a full week leading up to the competition. Instead of only answering potential questions on paper, consider posting six prompts on FlipGrid and have the students respond to three of them! Writing down their responses is helpful, but it is much harder to actually formulate a good response while speaking. This FlipGrid activity will somewhat simulate a real judging experience.

Regional Competition:
- Post a prompt asking students about their Regional Competition experience after the competition, and/or ask them before the competition about how they are feeling leading up to the competition.

State Competition:
- Post a prompt asking students about their State Competition experience after the competition, and/or ask them before the competition about how they are feeling leading up to the competition.

Week 29: Public History
- Ask students to create a response about their favorite public history piece (museums, statues, monuments, podcast, etc.)

Week 33: Next Year's NHD Theme
- Have the students respond to a prompt regarding next year's annual theme.

The links below lead to the FlipGrid website and Educator's Guide.
https://info.flipgrid.com/
https://drive.google.com/file/d/0BzZGEfOtEWqPcGUzcFd2RzRjYTQ/view

Name(s): _____

Type of Entry: _____

Individual or Group Project? _____

Proposal Description – Who / what do you want to study?

1.   **Why are you interested in studying this person / event / idea?**

2.   **Describe why this person / event is important – explain the historical significance. Give three clear reasons why this was important to history at a local, state, national, or international level:**

a.

b.

c.

3.   **Why is this important enough for you to research and present? Convince me.**

4.   **How does your topic relate to the theme for this year?**

5.   **What is your working thesis statement?**

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will understand how to use a variety of resources to conduct research.

NHD Common Core Standards: WHST 7, WHST 8, WHST 9

Note: This week, students should be getting their thesis and topic proposal form feedback. At this time, a category-specific project schedule should be given to each student. This is also the week that you should make sure students understand there are various ways to take notes during the research process.

MONDAY

Topic: Primary and Secondary Sources
Lesson: Go over the difference between primary and secondary sources. Emphasize their importance within the research process.
Classwork: Primary vs. secondary sources activity.
Homework: Listen to a Ben Franklin's World Podcast
https://doinghistorypodcast.com/

TUESDAY

Topic: Using Various Resources and Online Databases

Lesson: Use this day to visit your school/local library and have the librarian give a presentation on the resources available to the students online and physically in the library.

Classwork: Have students spend the remaining time in class browsing the databases and bookshelves and ask any questions they may have.

WEDNESDAY

Topic: Bibliographies and Note-Taking

Lesson: Using sample bibliographies from the NHD Website, go over how to create a bibliographic entry for the common types of sources based on the Chicago Manual of Style. Go over the Annotated Bibliography supporting document

Homework: One Bibliographic entry with annotation – Due Friday; Journal Entry – Due Thursday

THURSDAY

Topic: Bibliographies and Note-Taking

Lesson: Go over the research phase document and briefly go over the material covered the day before.

Classwork: Research Phase Document Questions 1 – 5
Homework: One bibliographic entry with annotation

Assignment(s) Due: Journal Entry; Research phase document due at end of class

FRIDAY

In class research day – take this time to go over students' bibliographies and annotations. Review any mistakes with them individually.

Homework: Students should pick one household item that they regularly use and post a FlipGrid response on how that object can be considered a primary source for historians in 100 years.

Assignment(s) Due: (1) Bibliographic entry with annotation

Activity 1

Have students create a quiz on primary and secondary sources, and trade it with a partner. After each student has taken their partner's quiz, allow them to discuss the results. At the end of the class period, pick up all of the quizzes and review them to see if there are any common mistakes or misconceptions about the two sources.

Look at the *NHD: Making History Guide to Historical Research*, pg. 86 for an example quiz.

Activity 2

Create a worksheet with a plethora of primary and secondary sources mixed together. Have students circle the primary sources and underline the secondary sources. To make it interesting, feel free to mix in a few tertiary sources together.

Example worksheet below.

Activity 3

Arrange different stations around the room with a primary or secondary source at each location. Pair the students up or separate them into smaller groups and have them spend a few minutes at each station evaluating whether the source is primary or secondary.

Use the "Determining Sources: Primary or Secondary?" Worksheet on pg. 83 of *NHD: Making History Guide to Historical Research* to complete this activity.

Example sources include: a biography, an autobiography, a textbook chapter with a word-for-word quote, a book with a historical photograph on the page, a printed photo, a letter, a diary, a painting, an encyclopedia, etc.

Primary and Secondary Source Activity

A biography on Dwight Eisenhower

A marriage licenses

An encyclopedia

An Interview with an expert/scholar of WWII

A passport

The Liberty Bell

A history textbook

A newspaper from 2019 discussing your historical topic

A documentary on World War II

Video footage from World War II

A letter written in the trenches from World War I

An email discussing a battle of World War I written in 2017

Baptismal records

A butter churn

A caption underneath a photograph written by a historian

A newspaper from 1942

Drawings from the time of your topic

A book of Joe Rosenthal's photographs – reproductions

A book on the general tactics of warfare

A Doctoral Dissertation on the Korean Conflict

A parachute from D-Day

Historic Sites

Physical osseous remains

A camera used in the Vietnam War

An interview with a World War II Veteran

Music written at the time of your topic
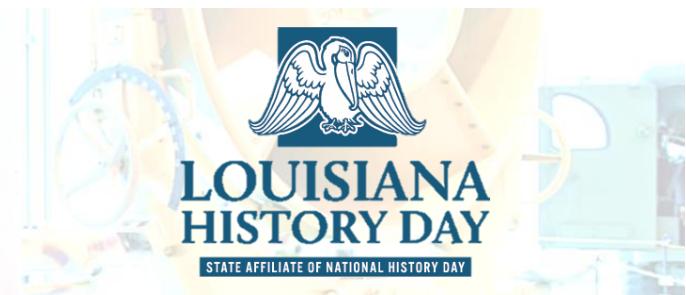
What is an Annotated Bibliography?

An annotated bibliography is commonly used in research, and it is required for all National History Day project submissions. In essence, an annotated bibliography serves to inform those viewing your project what sources you used in your research in a much more fulfilling way than a normal bibliography or works cited does. Furthermore, it doesn't just tell the viewer what sources you used, but it also tells them how you used them and why they were valuable to your research. Without an annotated bibliography, the judges at the NHD Competition have no knowledge about the scope and depth of your research, which is a significant portion within the judging process.

When formatting your annotated bibliography make sure it meets the criteria below.

- It should be titled "Annotated Bibliography," not "Works Cited" or "Bibliography."
- Sources should be cited according to the Chicago Manual of Style.
- Your sources should be divided into two sections: Primary Sources and Secondary Sources
- Each section should be alphabetized by the first word of each source excluding "A," "An," and "The."
- Each entry is single-spaced with one line skipped between entries.
- All source citations are tabbed/indented ½ inch after the first line.
- URLs and web addresses are NOT to be hyperlinked.
- You should not include any sources that were not directly cited in your project.

A good annotation will include three main components.

1. Identification of the type of source it is – song, book, poem, photograph, etc.
2. How each source was used in the project.
3. How the source helped you understand and create your project

A few additional elements you may want to include are:

- Why you classified a source as primary or secondary, but only if it is controversial.
- If a secondary source included primary source material, such as letters or photographs.

Complete your research and annotated bibliography in phases.

Phase 1 – A single annotated bibliography entry due on _____.

Phase 2 – Five annotated bibliography entries (total) due on _____.

Phase 3 – Ten annotated bibliography entries (total) due on _____.

Phase 4 – Fifteen annotated bibliography entries (total) due on _____.

Final Phase – Twenty annotated bibliography entries (total) due on _____.

<u>**Final draft of the Annotated Bibliography is due on**</u> _____.

Research Phase Questions Part I   Due: _____

Answering these questions will help you begin the research process by allowing you to freely think about the potential sources you can find and if you will have to access them.

1. List research centers you think will have information on your topic (libraries, archives, museums, etc. What type of information would you like to look for at these places? (documents, photos, newspapers, etc.)
2. What are 10 keywords, dates, people, and/or events that relate to your topic that could help you find information in a general reference?
3. Make a list of the types of primary sources you think might exist for your topic (photos, video, documents)?   What information do you think these resources could provide?
4. Make a list of people you could interview, or write, to learn more about your topic. Why would you contact this person?

Research Phase Questions Part II   Due: _____

These questions are theme-based, and you should be able to answer them as you complete your research. While doing your research, it is a good idea to keep these questions in your mind.

1. What key factors influenced or caused the changes or developments in communication you are researching?
2. Who were key people that influenced your topic? Key events?
3. What were the key ideas of the time period that influenced beliefs, behaviors, and or policies?
4. What is the historical significance of the area, region, state, or country where the developments or changes occurred?
5. What were the unique social standards of the time?
6. What major laws or policies were key factors before? What issues arose from communication in history?
7. How is communication a key to understanding history?
8. Were there any economic (money) problems that contributed to the issue or topic?
9. Were there environmental problems as a result of communication changes in history?
10. Over the course history, there have been various military, social, political, etc. conflicts – did any of these change the way communication was used or carried out?
11. What key actions immediately occurred as a result of your topic?
12. What are some positive and negative effects of these changes?
13. How are individuals, communities, nations, or the world different today because of the changes in communication over the course of history?
14. Are changes still occurring in the realm of communication?

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will understand the significance of historical context.

NHD Common Core Standards: RH 3, RH 4, WHST 2

Note: This week is a good plan for the week of Labor Day Holiday

MONDAY

Topic: Importance of Historical Context
Lesson: Presentation/Lecture regarding historical context and its place within their projects
Classwork: Activity dealing with analyzing primary sources within their historical context
Homework: Listen to a Ben Franklin's World podcast EP6
https://doinghistorypodcast.com/

TUESDAY

Topic: Importance of Historical Context
Lesson/Classwork: Work on a timeline that focuses on the historical context of the students' individual projects. They'll present these on Thursday – Find a fun way to create and present these.

WEDNESDAY

Topic: Importance of Historical Context

Classwork: Continue working on historical timeline for students' History Day projects in class – Presentations begin Thursday

Homework: Journal Entry; Finish Timeline

THURSDAY

Begin Historical Timeline Presentations

Homework: (5) Annotated Bibliography sources due tomorrow

Assignment(s) Due: Journal Entry

FRIDAY

Independent Research Day – Finish timeline presentations if needed.

Assignment(s) Due: (5) Annotated Bibliography Sources

Week 6

This lesson is aimed at teaching/reinforcing the importance of historical context in the students' History Day projects and historical research projects, in general. This lesson will be conducted in a reversed manner in that the students will complete a preliminary activity before the formal lesson/presentation. Students will also demonstrate their knowledge of historical context by creating a timeline that directly connects their chosen topic to the annual theme. The timeline will be presented on Thursday of this week.

Activity

There are a variety of activities that can be used to fulfill this component of the lesson.

- Have students analyze several primary sources without historical context
  - Purpose: To create frustration that relates to the lack of historical context when analyzing primary sources
  - Examples of Primary Sources: diary entries/personal letters, maps, photographs, physical artifacts, etc.
    - Maps can pertain to the grade-level specific focus in history
    - The National World War II Museum's digital collection sources (https://www.ww2online.org/)
  - The process of analysis should not be primarily aimed at identifying the source in question but at creating questions and observations that are constructive and provoking.
- Analyze a photograph without historical context – allow for discussion. Then analyze a photograph with historical context – discuss how much easier it was to analyze the photograph with context.
  - Use photographs from The National World War II Museum's digital collection sources (https://www.ww2online.org/)

Lesson

After a discussion regarding the activity they just did, students should have a better understanding of just how important historical context is in analyzing primary sources and conducting research. When the students take their projects to the History Day Competitions, the judges will explicitly look to see the nature and degree of historical context incorporated into their final projects. Use your sense of your class and creative teaching skills to carry out this lesson, but make sure that you do hit a few key points.

- Without historical context, it is extremely difficult to fully understand a primary source or historical event/person.
- Historical Context often plays a part in answering the "why", or significance, of an event or action
- Sixty percent of the judging evaluations are based on historical quality, which includes (but is not limited to) historical context and historical accuracy.
- The projects should include historical context, but historical context should not be the bulk of their project or argument.
- By considering historical context, students typically realize how cyclical history is and how everything is seemingly connected.

Now that you are familiar with Historical Context, it's time to put that knowledge to the test! Use your History Day project topic, thesis, and annual theme, to create a historical timeline that puts your subject matter into context. You will have time in class to complete these projects, but you will be expected to finish it at home if you do not complete it in time for presentations on Thursday.

Your timelines should include:

- **10** Entries with pictures or images to accompany it.
- The necessary information to put your topic into historical context.
- Your thesis statement

After you have completed your research and compiled your ten entries, you should create your timeline using PowerPoint Presentation, Prezi, a physical poster, a digital poster (using Canva or PowerPoint), etc. If you are unsure of how to create your timeline, please see me.

Bonus: You can gain bonus points on this assignment if you include 3 additional entries that show the overall impact of your topic after its occurrence.

Due Date: _____

Points Possible: _____

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will learn/review how to properly cite sources.

NHD Common Core Standards: WHST 8

MONDAY

Topic: Citing different sources
Lesson: Teach students how to cite evidence and the importance of citing outside information. Also, introduce Purdue Owl as a quick and easy online resource for students to use when they have questions about citations or writing techniques.
https://owl.purdue.edu/owl/purdue_owl.html

TUESDAY

Topic: Citing different sources (continued)

Lesson: Using Chicago Manual of Style, give a complete lesson on using footnotes and how to format them.

Classwork: Footnotes Activity

WEDNESDAY

Topic: Quick Review of the Theme

Lesson/Classwork: Go over the remaining questions on the Research Phase Document – these questions should refer to the theme

Homework: Finish research phase questions, they'll be turned in the next day; Journal Entry

THURSDAY

Independent Research Day

Assignment(s) Due: Journal Entry; Remainder of Research Phase Document

FRIDAY

Independent Research Day

Lesson: Introduce the Research Analysis Document and Assignment

The goal of this activity is to familiarize students with the format of footnotes and their purpose, especially the footnotes that elaborate on information that does not necessarily fit within the body of their papers and projects. For this activity you will need to split your class up into several groups of 2 – 3 students.

You will need:

- several historical books that have endnotes (as many books as you have groups and probably a few extra)
- document envelopes – same number of these as you have books
- Access to a copy machine

Preparation:

1. Label each book with a letter or number – make sure to keep track of this.
2. Copy 4 – 5 pages of the endnotes section of each book.
3. Put the copies of each book into an envelope and label the envelope with the corresponding letter/number. Seal the envelope.
4. When it is time for the activity, assign the groups to a letter/number and give them the sealed envelope with the scans. Do not tell them what book the pages came from.
5. Give the students the instructions, and have fun listening to their discussions.

Instructions:

**For younger grade levels, or just to make things more fun, you can make the instructions into a mystery game where their endnotes envelope is a classified document, and they are the detectives trying to solve the case.

After the students are broken into groups, assign each group a sealed envelope. Their job is to look through the pages of endnotes within the envelope and figure out what the book is about and create a possible title. Give the students 20 – 25 minutes to look through their pages.

Once the groups are finished, reveal the actual title of their history book. In order to make this more exciting, consider offering bonus points or some type of reward to the group that got closest to their title. Encourage them to take this seriously and be creative. This activity is meant to be fun.

After their titles have been revealed, have a discussion with the students.

- Ask about how they felt about the activity and why. If you chose good sources their responses should be "fun, frustrating, hard, etc."
- Next, ask the groups how they came up with their titles. Did they have a strategy? Was there one cited source that was particularly helpful? Etc.
- Then, mention the footnotes that weren't citations. What did they think the purpose of those were? Did they find them helpful? Interesting?
- Next, ask why they think having good footnotes is important.

Research Analysis Checkpoint　　　　　　　**Due:** _____

At each research analysis checkpoint, each student will be responsible for turning in five different source analysis sheets (3 primary sources, 2 secondary sources). Analysis sheets should be typed, single-spaced. For each source, provide:

A. Full, correct bibliographic citation (annotations not necessary).
B. Analysis questions based on the type of document that you have (see questions below and on the reverse side of paper). If you have a source that does not fit into these categories, please see me to discuss).
C. A set of 5 quotations, observations, analysis, or key facts that you have pulled out of this document to potentially use in your final product. Use quotation marks and cite page numbers as appropriate.

PRIMARY SOURCES:
Written document analysis

1. What type of document is it? (Newspaper, letter, memorandum, telegram, press release, report, advertisement, congressional record, government report, etc.)
2. What unique physical qualities are present? (Letterhead, seals, notations, typed, handwritten, etc.)
3. Is the document dated? If not, how can you tell it is a primary source?
4. Who created the document? Name, position
5. For whom was the document written/created?
6. Why was the document written/created? Cite the evidence by quoting from the document.
7. List and discuss three or four things the author said that you think are important.
8. Are there questions left unanswered by the document? What would you ask the author if you had the chance?
9. How will you use this document as part of your History Day project?

Photograph analysis

1. Study the photograph. For an overall impression of the photography and examine individual items. Divide the photo into quadrants to see what details become visible. Discuss the people, objects, and activities in the photo.
2. Based on what you have observed, discuss three or four things you might infer from the photograph.
3. Is the photo dated? Who took the photo?
4. Are there questions left unanswered? What would you ask the photographer if you had the chance?
5. How will you use this photograph as part of your History Day project?

Poster analysis

1. Discuss the subject of the poster and the situation it concerns.
2. What colors are used in the poster? What symbols, if any, are used? Are they clear? Memorable? Dramatic?
3. Are the messages in the poster primarily visual, verbal, or both?
4. Who do you think is the intended audience for the poster? What is the poster's purpose?
5. Is this poster effective? Why or why not?
6. How will you use this poster as part of your History Day project?

Cartoon analysis

1. Describe the action taking place in the cartoon. Name the objects or people seen.
2. Is there a caption or title? Are there any important dates in the cartoon?
3. Is the cartoon signed? Who is the cartoonist? Do you know anything about the cartoonist?
4. What type of symbolism is used in the cartoon? Is the symbolism significant?
5. Are there words or phrases in the cartoon that are significant?
6. What is the message of the cartoon? What special interest groups would agree or disagree with the cartoon's message?
7. Is the cartoon effective? Why or why not?
8. How will you use this cartoon as part of your History Day project?

Map analysis

1. What type of map is it? (Political, topographic, weather, military, satellite photo, natural resource, etc.)
2. What qualities are present in the map? (Date, scale, title, legend, notations, mapmaker's name, etc.)
3. What is the date of the map? Why is it a primary source?
4. Where was the map produced?
5. What information does the map convey? Why is that information important?
6. Why do you think the map was drawn? What evidence do you have?
7. How does the information in this map support or contradict the information that you have already read about the event? Explain.
8. What information is left unanswered by the map? What would you ask the mapmaker if you had the chance?
9. How will you use this map as part of your History Day project?

Sound Recording analysis

1. What type of sound recording is this?
2. What are the unique physical qualities of the recording?
3. What is the date of the recording? What is your evidence?
4. What is the mood or tone?
5. What are the important points that are made during the recording?
6. Why do you think the original broadcast was made and for what audience? What is your evidence?
7. What information do you gain about the event that would not be available by a written transcript? Explain.
8. What information is left unanswered by the recording? What would you ask if you had the chance?
9. How will you use this recording as part of your History Day project?

SECONDARY SOURCES:

Written document sources

1. What type of source is it? (Book, article, website, interview, current newspaper article, etc.)
2. What is the overall thesis or point of view of the author / creator?
3. When was the document created?
4. Who created the document? Name, position
5. For whom was the document written/created?
6. Why was the document written/created? Cite the evidence by quoting from the document.
7. List and discuss three or four points the author said that you think are important.
8. Are there questions left unanswered by the document? What would you ask the author if you had the chance?
9. How will you use this document as part of your History Day project?

Documentary / Multimedia Sources

1. What type of source is it? (Documentary, streaming video, etc.)
2. What is the overall thesis or point of view of the author / creator?
3. When was the source created?
4. Who created the source? (Name, position)
5. How do you know that the source is authentic and accurate?
6. Why was the source created?
7. List three or four points made in the documentary/video that you think are important.
8. Are there questions left unanswered by the source? What would you ask the creator if you had the chance?
9. How will you use this document as part of your History Day project

Research Analysis Checkpoint   Due: _____

**For the second deadline, students may choose to either follow the first set of research analysis instructions or may choose to follow this set. They carry the same point value. **

For the second analysis, individuals or group members may choose to engage in an image search in place of written document analysis. Research analysis sheets should be typed, single-spaced. In place of five document sources, an individual can choose to find seven (7) image sources. For each image/source found, provide:

1. A small copy of the image (black and white is fine). If it is a multimedia source, a note where it can be found (United Streaming, web address, etc). **If applicable.**
2. Full, correct bibliographic citation (annotations not necessary).
3. Analysis questions based on the type of document that you have (see questions below and on reverse side of paper). If you have a source that does not fit into these categories, please see me to discuss).
4. A brief explanation as to why this image or clip is legitimate and credible.

PRIMARY SOURCES:
Photograph analysis

1. Study the photograph for an overall impression of the photography and examine individual items. Divide the photo into quadrants to see what details become visible. Discuss the people, objects, and activities in the photo.
2. Based on what you have observed, discuss three or four things you might infer from the photograph.
3. Is the photo dated? Who took the photo?
4. Are there questions left unanswered by the photography? What would you ask the photographer if you had the chance?
5. How will you use this photograph as part of your History Day project?

Poster analysis

1. Discuss the subject of the poster and the situation it concerns.
2. What colors are used in the poster? What symbols, if any, are used? Are they clear? Memorable? Dramatic?
3. Are the messages in the poster primarily visual, verbal, or both?
4. Who do you think is the intended audience for the poster? What is the poster's purpose?
5. Is this poster effective? Why or why not?
6. How will you use this poster as part of your History Day project?
7. Include a proper bibliographic entry for your poster.

Cartoon analysis

1. Describe the action taking place in the cartoon. Name the objects or people seen.
2. Is there a caption or title? Are there any important dates in the cartoon?
3. Is the cartoon signed? Who is the cartoonist? Do you know anything about the cartoonist?
4. What type of symbolism is used in the cartoon? Is the symbolism significant?
5. Are there words or phrases in the cartoon that are significant?
6. What is the message of the cartoon? What special interest groups would agree or disagree with the cartoon's message?
7. Is the cartoon effective? Why or why not?
8. How will you use this cartoon as part of your History Day project?

Map analysis

1. What type of map is it? (Political, topographic, weather, military, satellite photo, natural resource, etc.)
2. What qualities are present in the map? (Date, scale, title, legend, notations, mapmaker's name etc.)
3. What is the date of the map? Why is it a primary source?
4. Where was the map produced?
5. What information does the map convey? Why is that information important?
6. Why do you think the map was drawn? What evidence do you have?
7. How does the information in this map support or contradict the information that you have already read about the event? Explain.
8. What information is left unanswered by the map? What would you ask the mapmaker if you had the chance?
9. How will you use this map as part of your History Day project?

Sound Recording analysis

1. What type of sound recording is this? Policy speech, congressional testimony, news report, interview, entertainment broadcast, press conference, campaign speech, court argument, etc.
2. What are the unique physical qualities of the recording?
3. What is the date of the recording? What is your evidence?
4. What is the mood or tone?
5. What are the important points that are made during the recording?
6. Why do you think the original broadcast was made and for what audience? What is your evidence?
7. What information do you gain about the event that would not be available by a written transcript? Explain.
8. What information is left unanswered by the recording? What would you ask if you had the chance?
9. How will you use this recording as part of your History Day project?

SECONDARY SOURCES

Documentary / Multimedia Sources

1. What type of source is it? Documentary, streaming video, other
2. What is the overall thesis or point of view of the author / creator?
3. When was the source created?
4. Who created the source? Name, position
5. How do you know that the source is authentic and accurate?
6. Why was the source created?
7. List three or four points made in the documentary/video that you think are important.
8. Are there questions left unanswered by the source? What would you ask the creator if you had the chance?
9. How will you use this document as part of your History Day project?

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will be able to analyze various sources and determine their main arguments

NHD Common Core Standards: RH 1, RH 2, WHST 7, WHST 8, WHST 9

MONDAY

Topic: Quoting vs. Paraphrasing
Lesson: Discuss the difference between quoting and paraphrasing, the importance of giving credit, and why you would need to quote instead of paraphrase and vice versa.
Homework: Listen to a Ben Franklin's World podcast EP7
https://doinghistorypodcast.com/

TUESDAY

Topic: Analyzing Secondary Sources

Classwork: Pass out and have students read a variety of secondary sources – once they are done, have them construct a Challenge Statement

WEDNESDAY

Independent Research Day

Homework: Journal Entry

THURSDAY

Topic: Chronicling America
Lesson: More practice with primary sources. There are several lessons on how to use Chronicling America (**https://edsitement.neh.gov/teachers-guides/chronicling-and-picturing-america**). Explain the Chronicling America Award at the National Competition, and make sure students walk away with an understanding of how to navigate the site.

Assignment(s) Due: Journal Entry

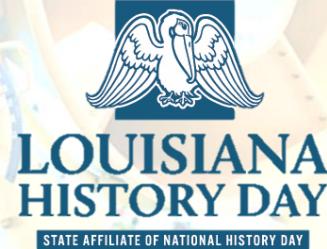## FRIDAY

Independent Research Day

Homework: Students respond to a FlipGrid prompt asking what source(s) they have found most useful at this point in their research.

Assignment(s) Due: (10 Total) Annotated Bibliography entries

A large part of historical research is analyzing secondary sources, but this task can also be quite complicated for multiple reasons. Secondary sources tend to cover a wide range of material and include copious amounts of primary evidence that can cloud the overall meaning or thesis of the argument.

When it comes to completing your History Day project, incorporating secondary sources is a necessary task but can become difficult. In order to improve your writing skills in a clear and concise manner along with bettering your ability to accurately analyze historical arguments, we are going to create a **challenge statement**.

Challenge Statement Activity

You are going to read and annotate a secondary source with the primary goal of understanding its main argument. Once you are done reading the source, you are going to construct a **challenge statement** of **fifty words or less** that clearly sums up the author's main argument. Once you are done with your statement, you will group together with those who read the same article and compare statements. A challenge statement should give those who have not read the same source as you a general understanding of what they should expect of that source.

The goal of this activity, as previously said, is to better your analysis skills, strengthen your writing abilities, and influence how you generate your annotated bibliographies.

Points available: _____

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will understand how to properly conduct and use interviews/oral histories in their research.

NHD Common Core Standards: RH 9, WHST 6, WHST 8, SL 1, SL 3

MONDAY

Topic: Using Primary Sources and the NHD Special Prizes

Lesson/Classwork: Have students look through the special prize list for nationals and state competition to see if their project could potentially qualify – use this time to look through the sources on this list that they need to be using.

TUESDAY

Independent Research Day

WEDNESDAY

Topic: Conducting Interviews
Lesson: Discuss with students the etiquette of conducting interviews – phone, in person, and emails – and emphasize the importance of doing proper research before the interview so the questions asked are of value. Address the issue of bias within the interview.
- Refer to pg. 176 - 199 of Chapter 8 of *After the Fact: The Art of Historical Detection* for historical examples regarding conducting interviews.

https://www.nhd.org/guidelines-conducting-interviews
Homework: Journal Entry

THURSDAY

Topic: Oral Histories
Lesson: Talk about the history of Oral Histories (Great Depression and New Deal). Look through the National World War II Museum's Oral History database. There is a link to the Oral History Association's page on using Oral Histories in Education. Www.ww2online.org
https://www.oralhistory.org/education/
Classwork: Look for oral histories pertaining to their projects.
Assignment(s) Due: Journal Entry

FRIDAY

Topic: Using Interviews in Research
Lesson/Classwork: Have students consider their NHD projects and make a list of people they could have interviewed – regardless of the time period. If students find that they have a legitimate source to interview, make sure to go over the contact form and answer any additional questions they may have. The point of this exercise is to have students consider the various ways that interviews and oral histories can be used in research.
Homework: Respond to a FlipGrid prompt "If you could interview anyone regarding your History Day topic, who would it be and why?"

Week 9

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will understand the importance of understanding multiple points of view when generating an argument.

NHD Common Core Standards: RH 6, WHST 1, WHST 1, WHST 7

Note: At this time schools will be entering the realm of fall break

MONDAY

Independent Research Day

TUESDAY

Topic: Understanding multiple points of view

Lesson: Introduce the issue and importance of understanding various points of view. Pick a historical figure or event that has a binary perspective and use it for an in-class activity described below.

Example – General George S. Patton**: the fearless leader or general with anger issues**

Classwork: Students will conduct research and take notes on their assigned point of view. Write a persuasive paragraph defending their point of view. It's going to be easier to assign the opposing points of view rather than having the students decide for themselves.

WEDNESDAY

Topic: Understanding multiple points of View (cont.)

Lesson/Classwork: Start off individually and consider potential counter POVs for their History Day thesis; pick one and write a counter paragraph showing that they understand the different point of views but ultimately showcasing how their argument is superior.Then get into small groups and share. Students will help their peers, if needed. End class with a discussion about why understanding different POVs is necessary

Homework: Journal Entry. Remind students that journal entries should reflect their research/project which may not be directly related to weekly assignments.

THURSDAY

Independent Research Day

Assignment(s) Due: Journal Entry

FRIDAY

Independent Research Day

Assignment(s) Due: (15 Total) Annotated Bibliography Entries

The purpose of this activity is to have the students understand that there are multiple points of views on historical topics, including their History Day topics. In order to thoroughly argue their thesis statement, students need to be able to identify and refute the other perspectives.

Using a historical event or figure that has a binary perspective, assign each student one perspective or the other so that the two points of view are being covered equally. After you have made the assignments, give them an article and ample time to do additional but brief research on their topic and have them write a one paragraph persuasive argument on why their assigned point of view is more credible than the other.

There are several different examples you can use, but one World War II figure is quite infamous for being controversial: **General George S. Patton Jr.**

General Patton was known for his impeccable military skills and ability to lead his men to victory on the battlefield. But he is almost better known for his hot-tempered personality that led him to violently slap and verbally degrade two soldiers suffering from shellshock in Sicily. Using the article below, have the students explore the career of General Patton and write their persuasive argument. Make sure that they are not just restating the actions of Patton but actually writing from their point of view and proving that their argument is superior.

After the students have had time to write their persuasive arguments, have a few volunteers to share their pieces. Wrap up the class with a few comments from the students on why they think this activity was important to do.

http://armchairgeneral.com/the-triumph-and-tragedy-of-george-s-patton-jr-the-slapping-incidents-in-sicily.htm

*There is a bit of vulgar language in the article as it directly quotes what Patton said to these men. Edit the article if you feel it is necessary for your class.

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Independent Research Week – students will continue working on their research for their NHD projects

NDH Common Core Standards: WHST 7, WHST 8, WHST 9

MONDAY

Topic: Independent Research

Use this week to allow students to research and work on their projects. Allow them to make trips to the library and get teacher/peer feedback.

TUESDAY

Topic: Independent Research

Use this week to allow students to research and work on their projects. Allow them to make trips to the library and get teacher/peer feedback.

WEDNESDAY

Topic: Independent Research

Use this week to allow students to research and work on their projects. Allow them to make trips to the library and get teacher/peer feedback.

THURSDAY

Topic: Independent Research

Use this week to allow students to research and work on their projects. Allow them to make trips to the library and get teacher/peer feedback.

Assignment(s) Due: Journal Entry

FRIDAY

Topic: Independent Research

Assignment(s) Due: Research Analysis #1 (3 primary, 2 secondary)

Use this week to allow students to research and work on their projects. Allow them to make trips to the library and get teacher/peer feedback.

Weekly Objective: Independent Research Week – students will continue working on their final NHD projects

NHD Common Core Standards: WHST 7, WHST 8, WHST 9

MONDAY

Topic: Independent Research

Use this week to allow students to research and work on their projects. Allow them to make trips to the library and get teacher/peer feedback.

TUESDAY

Topic: Independent Research

Use this week to allow students to research and work on their projects. Allow them to make trips to the library and get teacher/peer feedback.

WEDNESDAY

Topic: Independent Research

Use this week to allow students to research and work on their projects. Allow them to make trips to the library and get teacher/peer feedback.

THURSDAY

Topic: Independent Research

Use this week to allow students to research and work on their projects. Allow them to make trips to the library and get teacher/peer feedback.

FRIDAY

Topic: Independent Research

Use this week to allow students to research and work on their projects. Allow them to make trips to the library and get teacher/peer feedback.

Homework: Respond to a FlipGrid prompt asking which source has been most helpful in their research. (Alternative prompt: "What have you found most surprising about your research")

Assignment(s): (20 total) annotated bibliography entries

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will learn additional methods of research organization and how to outline their final project.

Common Core Standards: WHST 1, WHST 2, WHST 5, WHST 7, WHST 8, WHST 9

Note: Students should get annotated bibliography feedback.

MONDAY

Topic: Introduction to Outlining
Lesson: Discuss the significance of outlining and how to organize their research within their outline. Go over the Outline Form.
Homework: Listen to a Ben Franklin's World Podcast https://doinghistorypodcast.com/

TUESDAY

Topic: Outlines (cont.)

Lesson: Discuss the significance of outlining and how to organize their research within their outline. Use this class period to check in with students in regard to how they are organizing their argument and research.

WEDNESDAY

Topic: Introductions and Revisiting Thesis Statements

Lesson: How to create an introduction. Have students revisit their original thesis statements to see if their research has guided them in a new direction

Classwork: Fit thesis and introduction into outline

Homework: Journal Entry

THURSDAY

Topic: Introductions, Thesis Statements, and Outlines

Classwork: Continue working on introduction paragraphs, thesis statements, and outlines.

Assignment(s) Due: Journal Entry; Research Analysis #2 due tomorrow

FRIDAY

Topic: Revisit bibliography sources and research notes

Lesson: Introduce the various methods of organizing research in regard to fitting the information into the outline. Make sure they take note of which resources aren't fitting into their project outline. Try to introduce various styles of doing this step. It's important that students become comfortable with researching and completing a project by figuring out what works best for them.

Classwork: Make a notecard, word document, sheet of paper, file, etc. dedicated to each point on the outline or however the outline is organized and go through each source on their bibliography to figure out where their research will come in.

Assignment(s) Due: Research Analysis #2 (3 primary and 2 secondary sources)

Organizing research in an effective manner is one of the most important yet daunting tasks to take on throughout the writing process. One of the easiest ways to do this is through outlining. Especially in the case of your History Day projects, creating outlines can help you keep track of large amounts of research along with your own commentary.

Outlines can also help with the following:

- Recognizing connections throughout your writing
- Presenting material in a logical manner
- Showing where there is too much or too little supporting evidence
- Making the final writing process easier

Steps to creating a successful outline

1. Establish your audience and what the goal of the assignment is (in this case it's proving your overall thesis).
2. Brainstorm what main points you need to cover in your final project to successfully prove your thesis - these points will eventually form the body of your argument.
3. Revisit your primary and secondary source research and decide what concrete evidence will support your main points and overall thesis. This will allow you to see whether or not a source in your bibliography is useful or not. It will also show you if and where there are holes in your research.
4. Organize your research and main points into an outline along with your introduction and conclusion.

Outline Format:

I. Introduction paragraph with thesis statement
II. Historical Context
    A. Create a statement about the key causes of the topic.
    B. What ideas, people, and events influenced the topic Explain why they were important.
III. Main Point I
    A. Topic Sentence
    B. Concrete Evidence
    C. Supporting commentary – should be at least 2 – 3 sentences per piece of evidence
    D. Concrete Evidence
    E. Supporting Commentary

IV. Main Point II
  A. Topic Sentence
  B. Concrete Evidence
  C. Supporting commentary – should be at least 2 – 3 sentences per piece of evidence
  D. Concrete Evidence
  E. Supporting Commentary
V. Main Point III
  A. Topic Sentence
  B. Concrete Evidence
  C. Supporting commentary – should be at least 2 – 3 sentences per piece of evidence
  D. Concrete Evidence
  E. Supporting Commentary
VI. Conclusion
  A. Address why your topic is relevant to study and how it relates to the theme
  B. Restate your overall thesis

You are not limited to a certain number of body paragraphs. Each main point you are trying to prove is not limited to one paragraph, nor is limited to only 2 pieces of evidence and explanation

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will continue working on their final project outlines by revisiting bibliography entries.

NDH Common Core Standards: WHST 7, WHST 8, WHST 9

MONDAY

Continue working on outlines by revisiting bibliography entries.

Take two days to meet and work with a different category. Have each student complete their category activity from the Making History Series

TUESDAY

Continue working on outlines by revisiting bibliography entries.

Take two days to meet and work with a different category. Have each student complete their category activity from the Making History Series

WEDNESDAY

Continue working on outlines by revisiting bibliography entries.

Take two days to meet and work with a different category. Have each student complete their category activity from the Making History Series

THURSDAY

Continue working on outlines by revisiting bibliography entries.

Take two days to meet and work with a different category. Have each student complete their category activity from the Making History Series

FRIDAY

Have students swap outlines with a classmate or two for a peer review.

Homework: Complete outlines to be turned in on Monday.

The overall goal of these meetings is to check up on the students' progress and ensure that they are complying with their category-specific rules. This time should also be used to help the students strengthen their research skills within the realm of their project category.

Topics that should be covered:
- Any changes within their thesis statements
- Their outlines and bibliographies
- Whether or not a student should or should not continue to include a certain source within their bibliography
- Any general questions or concerns relating to their specific projects or execution within their chosen category
- Their individual project titles
- The referenced activities from the National History Day Making History documents
- Individual progress

Historical Performance Activity
- Character Worksheet (pg. 44 – 46) – The goal of this activity is to ensure that students truly understand who they are representing within their performance. If there are any questions on the worksheet that they are unable to confidently answer, this may be a sign that their research is not thorough enough.

Historical Website Activity
- Website Content Storyboard (pg. 47 – 48) – Storyboarding is a useful skill for any research project that includes visual elements and has as many moving pieces, like websites. This, in combination with their outlines, will help them organize their research and begin to visualize what their website will look like.

Historical Exhibit Activity
- Designing your Exhibit (pg. 32 – 34) – Creating an effective exhibit display is one of the most important parts of completing the NHD projects. Have students use this worksheet, along with the image attached to begin thinking about their exhibit design.

Historical Documentary Activity
- Write the Script (pg. 42 – 43) – This activity will give students a way to continue working on or creating their scripts in an organized manner.
- Closing Credits Worksheet (pg. 46 – 48) – The closing credits are an extremely important part of the Historical Documentary category. Have students use the worksheet to formulate their closing credits.

Historical Paper Activity
- Writing research papers is a relatively straight-forward task. Make sure they understand how to flawlessly use footnotes. Perhaps have them create an elevator speech about their paper.

Title

THESIS

MAIN EVENT

Major details about the main events in your topic

THE HEART OF THE STORY

SHORT TERM IMPACT

What are some of the immediate reactions to the main event shortly after it happened?

What changed? New laws? New way of thinking?

Who was affected by the event?

How is the world different after the main events of your topic? (examples)

HISTORICAL SIGNIFICANCE

Why is this topic important in history?

What is the long term significance?

What were the intended/unintended consequences?

So what?

What do you want the reader to take away from your project?

BACKGROUND

Place your topic in Historical Context

What information do we need to know that is going to help understand your topic?

What outside circumstances are going to influence your topic that we need to know about?

BUILD—UP

Who are the main players and what are they doing to prepare for the main events of your topic?

Give more specific information related to your topic than "background" section.

What are the events leading up to the main event?

What is life like before the main events of your topic?

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will work on their Final Plans and continue working independently.

NHD Common Core Standards: WHST 7, WHST 8, WHST 9

MONDAY

Independent Research Day

Take two days to meet and work with a different category. Have each student complete their category activity from the Making History Series

Assignment(s) Due: Completed Outlines

TUESDAY

Topic: National History Day "Final Plan"

Lesson: Go over the "Final Plan" document with the class – these are slightly different for each project category.

Take two days to meet and work with a different category. Have each student complete their category activity from the Making History Series

WEDNESDAY

Topic: Independent Research and Final Plan

Take two days to meet and work with a different category. Have each student complete their category activity from the Making History Series

Homework: Journal Entry

THURSDAY

Topic: Independent Research and Final Plan

***Take two days to meet and work with a different category. Have each student complete their category activity from the Making History Series**

Assignment(s) Due: Journal Entry

FRIDAY

Topic: Independent Research and Final Plan

Take two days to meet and work with a different category. Have each student complete their category activity from the Making History Series

Thanksgiving Break

If possible, before students leave for Thanksgiving Break, sit down as a class, in category groups, or individually and have the students set research goals to accomplish over the break. Students should be encouraged to continue working independently so that they stay on target to reach their own research goals.

Upon returning, student check-ins in are essential to see if they reached their goals. If After meeting with the students, introduce the Midterm Assessment and establish what the weeks leading up to Winter Break are going to look like.

Preparing for the Midterm Assessment

- Have students create a PowerPoint presentation on their History Day projects updating you and the class on their research thus far. They should present these to the class and receive feedback before they leave for Winter Break. Use the included Midterm Assessment rubric in the supporting documents to define the parameters of the presentations. Students will have two weeks following the Thanksgiving break to assemble their midterm assessment.

- Their presentations should last 3-5 minutes and should include where they are, where they want to be, what major research questions they still need to answer, and what they are imagining their final project to look like. They should also submit their annotated bibliography as it is at this point in their research and point out any significant sources in their presentation.

When teachers collect the assessments on the due date, they should review them. Use this review time to consider detailed comments on their research status. Have each student present their assessment to the entire class.

Name(s)_____

Websites: a rough plan of the website must be submitted, noting the pages, organizational structure, and document links planned out. Please plan to submit the URL to me and make sure that your thesis is clear.

Papers: 2-page detailed outline of the main topics and information to be covered. Make sure your thesis is clear.

Exhibits: a storyboard of basic images with bullets of key pieces of information to be included along with a list of graphics and images to be included. Make sure your thesis is clear.

Documentaries: a rough draft of a script or a rough cut (2-3 minutes) of the documentary must be submitted. Make sure your thesis is clear.

Performances: a rough draft of a script must be turned in. A minimum of four minutes of dialogue must be included. Make sure your thesis is clear.

Rubric:

Elements	*Description*	
Title	*Present, creative, gives a hint to the project, gets attention (good first impression)*	0 1 2 3 4 5
Thesis	*Clear, well developed, offers a unique perspective, allows for analytical thinking and development*	0 1 2 3 4 5
Supporting Evidence	*Gives evidence to support and expand the thesis; shows a variety of sources*	0 1 2 3 4 5
Development	*Shows progress and development; goes beyond the information found in tertiary/secondary sources (think World Book or Wikipedia)*	0 1 2 3 4 5
Conclusion	*Draws ideas together and shows analysis. Includes independent analysis of historical research.*	0 1 2 3 4 5

Total: _____/25

Comments:

_____

_____

_____

Weekly Objective: Students will continue working on their final projects independently.

Common Core Standards: WHST 7, WHST 8, WHST 9

MONDAY

Topic: Independent Research for NHD Project.

Lesson: Introduce Midterm Assessment and review assessment rubric

TUESDAY

Topic: Independent Research for NHD Project or work on midterm assessment.

Check in with students regarding Final Plan/Midterm Assessment

WEDNESDAY

Topic: Independent Research for NHD Project or work on midterm assessment

Check in with students regarding Final Plan/Midterm Assessment

Homework: Journal Entry

THURSDAY

Topic: Independent Research for NHD Project or work on midterm assessment

Check in with students regarding Final Plan/Midterm Assessment

FRIDAY

Topic: Independent Research for NHD Project or work on midterm assessment

Check in with students regarding Final Plan/Midterm Assessment. Also make sure to provide feedback on the research progress check from Thanksgiving Break.

Student(s) Name: Project Title:	Superior	4	3	2	Needs Improvement
Relation to the Theme: The student's topic and argument are clearly related to the annual National History Day theme. The student has reviewed the annual theme book and understands the ways in which their topic relates to the annual National History Day theme.					
Thesis: The thesis is clearly stated, concise, and shows a direct correlation to the annual National History Day theme. The thesis statement poses the argument of the project and is supported by the research presented.					
Research: The student's research shows a wide range of primary and secondary sources. Their research is balanced and contributes to the argument described in their thesis. The student has a grasp on the historiography of their topic and how their research contributes.					
Research Plan: The student has a grasp on what research remains and has identified major research questions that are yet to be answered. The student also identified new sources that can be added.					
Organization: The student's research and presentation are organized. They have submitted a project outline and have consistently referred to it and updated it when necessary. The student has a clear vision for their project and the direction in which their research is taking.					
Bibliography: The bibliography contains the correct number of sources, is correctly formatted, and identifies both secondary and primary sources. Each bibliography entry is annotated with at least a 3-sentence description of the source and describes why it is important to the student's research.					
Presentation: The presentation did not exceed the five-minute time limit. The student has a clear understanding of their research and can articulate their argument in a presentation. The student is able to answer questions about their research.					
Comments:					

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will continue working on their final projects independently.

Common Core Standards: WHST 7, WHST 8, WHST 9

MONDAY

Topic: Independent Research for NHD Project or work on midterm assessment.

Lesson: Before students begin working independently, briefly go over what the rules are for word counts according to NHD.

TUESDAY

Topic: Independent Research for NHD Project or work on midterm assessment.

Check in with students regarding Final Plan/Midterm Assessment

WEDNESDAY

Topic: Independent Research for NHD Project or work on midterm assessment.

Check in with students regarding Final Plan/Midterm Assessment

THURSDAY

Topic: Independent Research for NHD Project or work on midterm assessment.

Check in with students regarding Final Plan/Midterm Assessment

FRIDAY

Topic: Independent Research for NHD Project or work on midterm assessment.

Check in with students regarding Final Plan/Midterm Assessment

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will begin the topic selection process.

NHD Common Core Standards: WHST 7

MONDAY

Topic: Independent Research for NHD Project and turn in Midterm Assessment.

Lesson: Go over the timeline for History Projects after students return from break.

Assignment(s) Due: Midterm Assessment PowerPoint presentations

TUESDAY

Topic: Independent Research for NHD Project

Assign order of Midterm Assessment presentations

WEDNESDAY

Begin Midterm Assessment class presentations.

THURSDAY

Continue Midterm Assessment class presentation.

FRIDAY

Complete Midterm Assessment class presentation.

Assignment(s) Due: Final Plan

Winter Break: It is suggested that students continue working on projects over the holiday. Holiday breaks are a great opportunity to complete interviews necessary to their projects. Those competing in the paper category should probably begin writing a rough draft; exhibit students should begin creating the text for their board; documentary and performance competitors should continue working on their rough cuts and scripts; websites should start creating their rough texts for the different pages of their sites.

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will continue working on their final projects and learn how to create a process paper.

Common Core Standards: WHST 1, WHST 4

MONDAY

Topic: Welcome back & NHD Reminders.

Lesson: Go over the NHD Reminders Supporting Document. Have students form groups with others in their category to review category checklists and make sure they are all on the same page.

TUESDAY

Topic: Process Papers

Lesson: All categories, except historical paper, must include a process paper with the entry. In 500 words or less, it should describe how students conducted their research and created their entry. The process paper must include four sections that explain:

1. how you chose your topic
2. how you conducted your research
3. how you selected your presentation category and created your project
4. how your project relates to the NHD theme

Sample process papers can be viewed on the NHD website or look at the provided example from a Nationals winner. An example of a process paper is provided in the supporting documents folder.

WEDNESDAY

Continue working on process papers and final projects

**Teachers should pass back the journal entries from the beginning of the year to aid the students in creating the process paper.
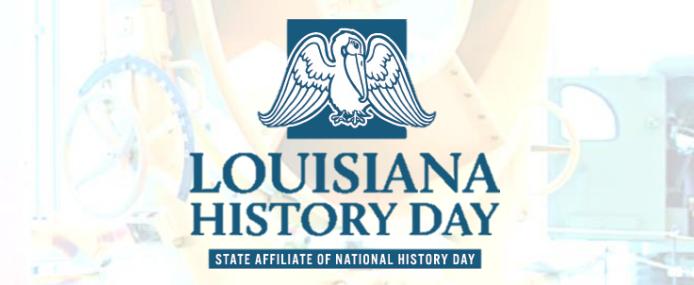
THURSDAY

Continue working on process papers and final projects.

FRIDAY

Continue working on process papers and final projects.

Assignment(s) Due: Process Paper

☐ Develop your documentary – give yourself time to work through it, incorporate images and clips, and record the narration. Speak slowly and do not go over the 10-minute limit.

☐ Write your process paper – 500 words or less describing
   a. how you chose your topic
   b. how you conducted your research
   c. how you selected your presentation category (ie, why a documentary)
   d. how your project relates to the NHD theme

☐ Create a title page. A title page should include:
   a. the title of the documentary
   b. your name(s), "Senior Division" and "Individual/Group Documentary" (as appropriate)

☐ Check all of your work against the project requirements, which can be found at:
   http://www.nhd.org/images/uploads/2010rulebook.pdf
   • Follow all rules regarding multimedia clips, length requirements, and citations
   • Credit images and video segments from other works

Your documentary (CD, DVD, YouTube link, or flash drive). Please check the file to make sure it works BEFORE SUBMITTING it. Also, make sure to have your title page, process paper, and annotated bibliography (paperclip, no staples) ready to submit.

Due Date: _____

- **Incomplete projects are late.**

- **This is a firm deadline. Your work is here even if you are not.**

- **You will NOT be permitted to go to the library to print or use a computer during class.**

- **You will NOT be allowed to visit the receptionist during class time to pick up work that someone drops off to you.**

☐   Write your text, spell check, grammar check, and word count in Word. Remember, you only get 500 student-created words.

☐   Make your pieces removable in case you change your mind or need to make a correction.

☐   Write your process paper – 500 words or less describing:
         a. How you chose your topic
         b. How you conducted your research
         c. How you selected your presentation category (ie, why a website)
         d. How your project relates to the NHD theme

☐   Create a title page. A title page should include:
         a. the title of the exhibit board
         b. your name(s), "Senior Division" and "Individual Exhibit" or "Group Exhibit"

☐   Check all of your work against the project requirements, which can be found at:
         http://www.nhd.org/images/uploads/2010rulebook.pdf
         Follow all rules regarding multimedia clips, word limits, and size limits
         Credit ALL images and quotes

You will submit: Your board, title page, process paper, and annotated bibliography (paperclip, no staples) on _____

- **Incomplete projects are late.**

- **This is a firm deadline. Your work is here even if you are not.**

- **You will NOT be permitted to go to the library to print or use a computer during class.**

- **You will NOT be allowed to visit the receptionist during class time to pick up work that someone drops of to you.**

☐ Develop your paper – give yourself time to write and revise it

☐ Use spell check, grammar check, and word count.

☐ Take your time and cite properly.

☐ Create a title page. A title page should include:
   a. the title of the paper (centered, in the middle of the page)
   b. your name, "Senior Division" and "Historical Paper" (centered in the bottom of the page)

☐ Check all of your work against the project requirements, which can be found at:

   http://www.nhd.org/images/uploads/2010rulebook.pdf
   - Follow all rules regarding length, margins, font, etc.
   - Credit all images, quotes, and paraphrased information (see me if you need help doing this)

You will submit your paper <u>two</u> ways:
1. **paper copy** – Title page, paper (including footnotes) and annotated bibliography.
One file, paperclip, no staples.
2. **electronic copy** – please email one electronic copy to the teacher.

Due Date: _____

- **Incomplete projects are late.**
- **This is a firm deadline. Your work is here even if you are not.**
- **You will NOT be permitted to go to the library to print or use a computer during class.**
- **You will NOT be allowed to visit the receptionist during class time to pick up work that someone drops off to you.**

☐ Finish your performance – give yourself time to write it and memorize it. 10 minutes maximum.

☐ Create your costume and assemble any props needed to perform

☐ Write your process paper – 500 words or less describing
          a. how you chose your topic
          b. how you conducted your research
          c. how you selected your presentation category (ie, why a performance)
          d. how your project relates to the NHD theme

☐ Check all of your work against the project requirements, which can be found at:
http://www.nhd.org/images/uploads/2010rulebook.pdf
- Follow all rules regarding time requirements, music/media, and performance limits

Have your title page, process paper, and annotated bibliography (paperclip, no staples) ready to submit on the day that you perform.

You will perform on _____, so bring any costumes and props that day.

- **Incomplete projects are late.**

- **This is a firm deadline. Your work is here even if you are not.**

- **You will NOT be permitted to go to the library to print or use a computer during class.**

- **You will NOT be allowed to visit the receptionist during class time to pick up work that someone drops off to you.**

☐ Write your text, spell check, grammar check, and word count in Word before moving over to NHD Web Central. Remember, you only get 1200 student-created words.

☐ **Publish your website** so that we can see your most recent edits. I can only grade what I can see.

☐ Write your process paper – 500 words or less describing
  a. how you chose your topic
  b. how you conducted your research
  c. how you selected your presentation category (i.e., why a website)
  d. how your project relates to the NHD theme

☐ Include the process paper and the annotated bibliography on your website (does not count toward the word count totals). **Do not submit a paper copy.**

☐ Make sure that the first page of your website includes your complete title, name(s) of creators and "Senior Division"

☐ Check all of your work against the project requirements, which can be found at:

http://www.nhd.org/images/uploads/2010rulebook.pdf
  ☐ Follow all rules regarding multimedia clips, word limits, file sizes, and links
  ☐ Credit images and quotes

You will submit your web address on a neat, clean piece of paper. The website will include your annotated bibliography and process paper. **Paper copies of the annotated bibliography and process paper will not be accepted.**

Due Date: _____

- **Incomplete projects are late.**
- **This is a firm deadline. Your work is here even if you are not.**
- **You will NOT be permitted to go to the library to print or use a computer to look up your URL during class.**
- **You will NOT be allowed to visit the receptionist during class time to pick up work that someone drops off to you.**

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will continue working on their final projects and conduct peer reviews.

Common Core Standards: WHST 7, WHST 8, WHST 9

MONDAY

Topic: Independent work week. Conduct progress checks and have students do peer reviews this week.

Homework: Listen to a Ben Franklin's World Podcast Ep 1
https://doinghistorypodcast.com/

TUESDA

Topic: Independent work week. Conduct progress checks and have students do peer reviews this week.

Classwork: Briefly discuss the podcast from last night. This podcast should have stirred some ideas and inspiration about how to conclude their project.

WEDNESDAY

Topic: Independent work week. Conduct progress checks and have students do peer reviews this week.

THURSDAY

Topic: Independent work week. Conduct progress checks and have students do peer reviews this week.

FRIDAY

Topic: Independent work week. Conduct progress checks and have students do peer reviews this week.

Assignment(s) Due: Progress Check Grade

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will continue working on their final projects and conduct peer reviews.

Common Core Standards: WHST 7, WHST 8, WHST 9

MONDAY

Topic: Independent work week.

TUESDAY

Topic: Independent work week.

WEDNESDAY

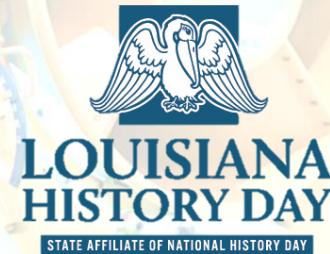**Topic:** Independent work week.

THURSDAY

Topic: Independent work week.

FRIDAY

Topic: Independent work week.

Assignment(s) Due: Final Annotated Bibliography with any additional sources.

At this point, it is time for students to begin registering their projects for the Regional History Day competition. This is a crucial step because without registration, their projects cannot go any further than the classroom. All students who participate in the Louisiana History Day Project-Based Learning Elective are expected to compete in their respective Regional History Day competition.

The exhibit, performance, and documentary entries do not have to upload their final project upon registration, but those competing with websites and historical papers do. By doing this, the judges are allotted time before the competition to read and begin judging their papers and websites thoroughly, thus leaving the interview time for conversation and questions. Make sure you have planned the final project due date according to registration dates.

When you are ready to discuss registration with your class, head to the National World War II Museum's website, linked below and select your regional competition, to get started.

www.louisianahistoryday.org

Should you have any questions, feel free to contact Adam Foreman, Student Programs Specialist at *historyday@nationalww2museum.org*

Should your students advance to the State or National Competitions, you will go through a similar registration process.

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will complete History Day projects to be turned in and presented.

Common Core Standards: WHST 1, WHST 2, WHST 5, WHST 10

MONDAY

Topic: Self and Peer-Assessment

Lesson: Go over the Judges Evaluation sheet so that students understand what their projects will be evaluated on.

Classwork: Using the NHD Judges Evaluation form in the Supporting Document folder, have students judge their own projects and at least one of their peers' projects. Have students conduct short interviews with their peers. Students divide into category groups and review their own evaluations, making note of where to improve their project.

Homework: Complete History Day Project

Assignment(s) Due: Judge Evaluation Sheet for class grade

TUESDAY

Topic: Presentation Preparation and Final Edits

Classwork: Prepare project presentations and revise projects based on peer evaluations.

Homework: Complete History Day Project

WEDNESDAY

Topic: Presentation Preparation and Final Edits

Classwork: Prepare project presentations and revise projects based on peer evaluations.

Homework: Complete History Day Project

THURSDAY

Topic: Presentation Preparation and Final Edits

Classwork: Prepare project presentations and revise projects based on peer evaluations.

Homework: Complete History Day Project

FRIDAY

History Day Final Projects due!

Begin Presentations to the entire class.

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will present History Day projects and practice being interviewed and judged.

Common Core Standards: SL 2, SL 4, SL 6

NOTE: Around this time – early February –, the regional competitions are beginning, so you will need to adjust the following timeline and potentially the previous weeks to make sure that the students get feedback in time for the regional competition.

MONDAY

Topic: Continue project presentations

TUESDAY

Topic: Continue project presentations

WEDNESDAY

Topic: Continue project presentations

Homework: Answer Sample Judge's Questions supporting document

THURSDAY

Topic: Interviews with "Judges"

Lesson: Give students a brief presentation/lecture with tips and tricks regarding interviews. The judges of these interviews can be you and the rest of the class, or you could extend an invitation to other teachers to watch the presentations.

These interviews should be brief yet productive. It would be helpful to invite the "judges" you intend to use to the presentations.

Assignment(s) Due: Sample Judge's Questions

FRIDAY

Topic: Interviews with "Judges"

These interviews should be brief yet productive. It would be helpful to invite the "judges" you intend to use to the presentations.

Homework: Students should answer 5 judge questions on a FlipGrid response.

1. How and why did you decide on this topic?

2. How does your topic relate to this year's theme?

3. Why did you decide to participate in this category?

4. Why is your topic so significant in history?

5. What is your thesis?

6. How did you conduct your research?

7. What primary sources did you find? Where did you find them?

8. How did your primary sources help you to better understand your topic?

9. What was your most important source? Why?

10. Did you find good printed sources? Where did you find them? If you didn't find any printed sources, why was that?

11. What websites did you use?

12. Do you think you looked at all sides of the story in regard to your topic? How?

13. What was the most interesting thing you learned about your topic?

14. If you researched an event, what were the most important factors that caused this event to occur?

15. If you researched an individual, what were the biggest obstacles faced by this person?

16. How did you come up with the script or design for your project?

17. What did you find to be the most difficult aspect of doing your research for this project?

18. How did each of you contribute to the completion of this project? (group entries only)

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will revise projects one final time based on their interview feedback and teacher feedback.

Common Core Standards: WHST 5, WHST 10

MONDAY

Complete the last revisions before Regionals based on teacher corrections and judge evaluations.

TUESDAY

Complete the last revisions before Regionals based on teacher corrections and judge evaluations.

WEDNESDAY

Complete the last revisions before Regionals based on teacher corrections and judge evaluations.

THURSDAY

Complete the last revisions before Regionals based on teacher corrections and judge evaluations.

FRIDAY

Project Wrap Party!

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Regional Competition Reflections, Community Day, and State Competition Preparations

Note: This is the week following the Regional History Day Competition

MONDAY

Topic: Regional Competition Reflection

Classwork: Have students think about their experience at the regional competition by leading a class discussion - Did they have fun? Was there something about their project they wish they would have done differently? How was the judging experience? Etc.

Homework: Have students type these reflections for a class grade

TUESDAY

Topic: Project Creation Reflection
Lesson: Remind students of all that they did in creating their projects from beginning to end. Generate a class discussion about what they feel like they have a strong grasp of, still feel a bit unsure about, would have done differently, etc.
- This will help you in creating next year's lessons and timeline.

Assignment(s) Due: Typed Regional Competition reflection at beginning of class

WEDNESDAY

Independent Work Day!
Have students take their judge feedback from Regionals to edit their projects for Community Day and the State Competition.
- Take this opportunity to meet with students to discuss feedback that they may not understand or necessarily agree with.

THURSDAY

Independent Work Day!
Have students take their judge feedback from Regionals to edit their projects for Community Day and the State Competition.
- Take this opportunity to meet with students to discuss feedback that they may not understand or necessarily agree with.

FRIDAY

Tell your students about the plans for a Community Day next week and inform them that they will be in charge of planning it. Use this class session to have students organize a plan to develop and run Community Day. Students should consider all of their needs to make a successful event.
Homework: Brainstorm on ideas for organizing Community Day!

Weekly Objective: Community Day Preparations and State Preparations

Note: Two weeks before the State Competition - Take this week to schedule a call with the Louisiana History Day Coordinator so that students can have their voices heard. (Keep in mind that these calls will have to happen after the state competition)

Allow students to plan the entire Community Day themselves. This week is dedicated to planning and executing the Community Day for your school. Do not forget to invite your local Regional History Day coordinator and take/post lots of pictures for the Louisiana History Day Facebook page and WWII Education Twitter page.

MONDAY

Have students break into teams to execute the plan they assembled for Community Day, including designing and printing posters for school, invitations to other classes, administration, and families, working with the librarian to use those spaces, scheduling documentary/performance viewing times, providing snacks, and writing an article for the school newspaper.

Be sure to invite your local Regional History Day coordinator, all of your administration, and younger students who will have the opportunity to participate in the class next year.

TUESDAY

Students work on plans for Community Day

Students who advanced to the state competition should finalize their preparations, review the special awards, and make sure they have registered before the deadline. Websites and papers are due one week before the competition.

WEDNESDAY

Students work on plans for Community Day

Students who advanced to the state competition should finalize their preparations, review the special awards, and make sure they have registered before the deadline. Websites and papers are due one week before the competition.

THURSDAY

Students work on plans for Community Day

Students who advanced to the state competition should finalize their preparations, review the special awards, and make sure they have registered before the deadline. Websites and papers are due one week before the competition.

FRIDAY

Community Day!

Have students set up for walk up presentations of their projects in an auditorium or library so that they can share their research with the student body and their families. This works best if you work with the rest of the students' teachers and administration so that the students can spend at least half of the day sharing their work.

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will create a video promoting the class to future students

Note: The Louisiana State Competition should be around this time. You may need to adjust the lesson schedule based on actual dates of the various competitions.

MONDAY

Topic: Create a video to promote the class
Lesson: Discuss the assignment and its requirements. These videos will be shown (hopefully) to the school to promote the class!
- Decide whether or not this will be done in as an entire class or in small groups (If it is done in small groups, the videos can be rotated to ensure that their work is seen!)

Classwork: Students will begin brainstorming for their videos

TUESDAY

Students work on their class promotional video.

Be sure to share the state competition schedule with your students who have advanced. Make sure all student transportation to New Orleans is arranged and students have a clear understanding of how the state competition will work (transportation, check in, where and when to be, etc.)

WEDNESDAY

Students work on their class promotional video.

Students who advanced to the state competition should be making any final edits to their projects. Websites and papers should have already been submitted and locked.

THURSDAY

Students work on their class promotional video.

Students who advanced to the state competition should be making any final edits to their projects. Websites and papers should have already been submitted and locked.

FRIDAY

Students work on their class promotional video and turn in at the end of class.

Websites and papers should have already been submitted and locked.

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will understand how to analyze secondary sources and create a historiography.

Note: You will want to reserve an artifact trunk from The National WWII Museum's Operation footlocker program. There is a $75 fee associated with shipping the trunk to your classroom. You will want to make the reservation during Week 28 for use on Week 31. https://www.nationalww2museum.org/operation-footlocker

MONDAY

Topic: Digital academic articles

Lesson: Visit your school library, and have your librarian go over the importance of digital academic articles and how to access them.
NOTE: if your school does not have access to online academic journal databases (ie: JSTOR, LexusNexus, etc) try your parish's public library online sources.

TUESDAY

Topic: Digital Academic articles (cont.)

Lesson: Briefly review what was learned yesterday in the library and answer any questions that your students may have regarding digital academic articles.

Classwork: Have students look for one additional secondary source on their history day topic in preparation for the upcoming lesson on historiography.

Homework: Listen to Ben Franklin's World (Ep. 7) and take notes to be brought up in the in-class discussion tomorrow.

WEDNESDAY

Topic: Historiography
Lesson: Begin the class by discussing the podcast from last night's homework. Use the "How to Write a Historiography Essay" supporting document for ways to teach historiography to your classes. It is a rather daunting topic, but also very necessary. There is also a link to a helpful video below.
https://www.youtube.com/watch?v=pB3xb1_gp4Y
Classwork: If there is still time in class, have students begin working on the historiography of their history day projects.

THURSDAY

Independent work day!

Students will use this day to work on their historiography.

FRIDAY

Independent work day!

Students will use this day to work on their historiography.

Teaching historiography at the middle and high school levels is ambitious but very necessary, especially in a class such as this one. **Historiography is the history of history writing.** Every historical philosophy, event, era, figure, etc. has a historiographical conversation surrounding it. Using this document and the article, "Teaching Historiography to High School and Undergraduate Students," introduce this concept to your classes. Understanding historiography will change the way students look at secondary sources in their future academic careers by showing how historians learn from each other's writings and how that changes their own understanding of writing history.

Along with the information you gather from the article, you should make sure to hit on these points in the lesson:

- Have them think back to their different point of view activity they did on General Patton. During this activity they looked at the historiography of General Patton.
- Historical research is not a noncontroversial presentation of "the facts" like textbooks and curriculum make it out to be. Instead, when one writes on a certain event, time period, figure, philosophy, etc. they are adding to the historical *conversation* that surrounds that topic.
    - History is fact-based, but it is still largely interpretive.
- When you compare secondary sources, it isn't a debate but rather a conversation.
- By critically thinking about secondary sources, students can:
    - Understand the various ways to analyze a single primary resource
    - Realize that different conclusions and ideas can be drawn from the same event, time period, figure, philosophy, etc.
    - Create their own individual arguments by seeing gaps in various sources or asking questions that may not have been asked.
- One of the most important and stressed topics of historical research is analyzing and understanding primary sources, and for good reason. Without primary sources, it would be impossible to thoroughly complete unbiased historical research. Primary resources are evidence! But once primary sources have been analyzed, historians provide their own commentary of their research through the creation of articles, books, and other published pieces. These publications are secondary sources and are just as important to historical research. Students often read secondary sources to begin their research, but never think critically about what they are reading. Secondary sources should be subject to analysis much like primary sources.

It may be helpful to present these quotes to your students at the beginning of the lesson:

- "History is like a story in a way; it depends on who is telling it." – Dorothy Salisbury
- "The past does not influence me; I influence it." – William de Kooning
- "Each age tries to form its own conception of the past. Each age writes the history of the past anew with reference to the conditions uppermost in its own time." – Frederick Jackson Turner

After you have completed the lesson, have your students begin working on a historiography of their History Day topics by showing them the "How To" guide and finding a few examples.

How to Write a Historiographical Essay

A historiographical essay is an analysis of scholarship by historians on a specific historical topic. The major purpose of the essay is not to discuss the historical topic itself, but rather to convey how historians have previously written and thought about the topic.

Historiographies can be as long as an entire book, but your assignment is to write a **3 − 5-page historiographical essay on your History Day topic using your current annotated bibliography and one additional source.** Five pages is not enough to thoroughly cover your bibliography in its entirety, so choose **3 − 4 of your best scholarly sources and one additional source** to complete this assignment.

A good historiographical essay does the following:

- Points out prominent sources written by historians that have influenced a field of study.
- Shows the scholars' strengths and weaknesses and how they have changed the narrative of the field.
- Describes the current trends in the field of study.
- Allows the writer of the essay to position themselves for their own analysis of the historical topic.

Steps to Creating a Historiographical Essay:

1. <u>Find a Topic</u> – for your assignment, you will be writing on your History Day topic. When your topic is not assigned, the easiest way to find a topic is to look through your assigned readings and their bibliographies to find your own take.
2. <u>Develop an Annotated Bibliography</u> – For this historiography, you will use your History Day research to complete the essay, but future historiographies should cover a mixture of articles and books that best represent the topic at hand. Books tend to be more encompassing and better for older topics, while articles are easier to access and able to keep up with modern fields of study.
3. <u>Evaluate the Authors' Stances</u> – Carefully study your chosen sources in order to understand what the main argument of each source is. Determine why authors came to their conclusions by researching the author themselves and looking at their bibliographies. Next, you should evaluate the strengths and weaknesses of their arguments: Did the author make any unique and interesting points? Did the author neglect to consider different aspects of the topic? Make sure to take notes to facilitate the writing process.
4. <u>Write your Historiography</u> – There are several ways to organize a historiography:
    a. If you want to trace the changes over time, you can write chronologically.
    b. If you want to address different schools of thought, you can write about each source and have them lead into one another as you see fit.
    c. If you are writing a larger paper, you can integrate your historiography throughout the paper by discussing the work of previous historians as they relate to your own analysis.
    d. If your sources seem to flow into one another, you can organize your historiography in a "follow the leader" manner.

Weekly Objective: Students will understand the writing methods of Public Historians and create their own public history piece.

Note: During Week 32, you will have the opportunity to speak with Maegan Smith, creator of the Irish Channel Project and Collections Manager at Vermilionville Living History and Folk Life Park
Contact Maegan to schedule your skype session: artifacts@bayouvermiliondistrict.org

MONDAY

Topic: Using Google for scholarly research.
Lesson: Using the PowerPoint provided, go through the various ways to use public Google and Google Scholar for research.
Classwork: If time allows, let students explore the scholarly ways to use Google.
Assignment(s) Due: 3-5-page historiography due from each student

TUESDAY

Topic: Public History

Lesson: Skype with a museum professional or someone who works in the field of Public History to discuss what Public History is and how it differs from traditional/academic history. Make sure to address how museums and Public History fit within communities and history education.

WEDNESDAY

Topic: Public History Writing

Lesson: Public Historians distinguish themselves by their large and non-specialist audiences. Using Chapter 4 from *Public History: A Textbook of Practice* by Dr. Thomas Cauvin, introduce the different writing styles of Public History: historical fiction, comics, and digital writing. Introduce texts like *Maus, The Women in the Castle, etc.*

Classwork: If time allows, have students begin writing their own Public History pieces using their research from History Day.

THURSDAY

Public History Writing Cont'd

Students should use their research to write either a historical fiction short story, a graphic comic, or a digital web article.

FRIDAY

Public History Writing Cont'd

Students should use their research to write either a historical fiction short story, a graphic comic, or a digital web article.

Homework: Find a history or educational podcast over the weekend that you enjoy listening to and take notes on what makes that podcast so interesting to listen to.

Assignment(s) Due: Public History Writing Piece due at the end of class

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will understand the elements to creating their own Podcast

MONDAY

Topic: Public History and Podcasts
Lesson: In addition to public history writing, public historians have another popular means of engagement--podcasts. Go over what a podcast is if you feel that it is necessary. Have students listen to several different types of history-based podcasts and write down the key elements they all share and any differences they notice.
In Class Assignment for the Week:
Identify 3 research topics that would make an interesting podcast episode. Divide the class into three teams. The "content expert" will be the student(s) whose research was selected as the subject of the episode.

Use NPR curriculum for podcasts in education for further information on teaching Podcasts and student created podcasts.
https://www.npr.org/2018/11/15/662116901/teaching-podcasting-a-curriculum-guide-for-educators

TUESDAY

Skype with a podcast producer: The National WWII Museum's Podcast or Liz Covart with Ben Franklin World

WEDNESDAY

Create podcast

THURSDAY

Create podcast

FRIDAY

Create podcast

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will understand how World War II has been studied and expressed within Public History.

MONDAY

Topic: Primary Sources from World War II

Lesson: Use The National WWII Museum's Operation Footlocker program to introduce students to tangible WWII artifacts.

TUESDAY

Topic: Digital History
Lesson: Using Chapter 8 of Public History: A Textbook of Practice pp. 174-187, introduce the class to digital public history along with ww2yearbooks.org as the class's digital public history analysis.
WWII Yearbook exploration and analysis- www.ww2yearbooks.org is a digital public history project.
Homework: Have students think about a historical film they have seen, it doesn't have to relate to WWII, and conduct brief research on the historical accuracies and inaccuracies. Have them assess whether or not this film would be a good teaching tool in the classroom. This will prepare them for the rest of the week.

WEDNESDAY

Topic: World War II in Film

Lesson: Use chapter 7 of Public History A Textbook of Practice pp 164-173 and the supporting document to introduce the concept of history in film to your class. Once you review the students' homework, find an article on the subject of the film that you select to show that provides an accurate historical context. Review the article with the class.

THURSDAY

Topic: World War II in Film (cont.)

Watch a WWII Film that has been covered by The National WWII Museum's Service on Celluloid podcast. While watching, have your class take notes on the historical elements of the film.

FRIDAY

Topic: World War II in Film (cont.)

Lesson: Finish the remainder of the WWII film from the previous day and listen to The National WWII Museum's podcast Service on Celluloid episode that discusses the film your class viewed.
Homework: Finish the Service on Celluloid Podcast episode and type a 1-page response - Due Monday.

This lesson should follow more of a discussion style but can be taught as a lecture for grade levels that may not have much experience with historical films. Typically, teachers tend to show documentaries in class instead of movies because documentaries are far more factual than films tend to be. However, films are often more engaging and interesting to students as compared to the traditional documentary.

Historical films always have their inaccuracies, but students are more likely to recall what they learned in a film due to their engagement and ability to actually visualize different aspects of history. The importance of historical films is their ability to spark the interest of curious students and encourage them to question the historical accuracy of what they may have seen. Before you use film in the classroom, introduce the subject of the film via articles or other text so that students are able to refer back to the concrete information they have previously learned. Historical films in the classroom should be critically analyzed like any other primary or secondary source. Using The National WWII Museum's *Service on Celluloid* podcast, show students how historical films may be analyzed as representations of history.

After giving a brief introduction to the concept of historical films to your class, discuss the homework assignment from the night before.

Homework Assignment: Have students think about a historical film they have seen, it doesn't have to relate to WWII, and conduct brief research on the historical accuracies and inaccuracies. Have them assess whether or not this film would be a good teaching tool in the classroom.

After students have discussed their findings, or during the discussion if you find that they are already hitting on these points, make visual lists on the board or a flip chart addressing two things.
1. What questions should the viewer ask themselves while watching a historical film?
   - Make sure to hit on these points:
     - What is the impact of popular culture on films?
     - What do you already know about this event/period/person?
     - Why were certain parts of the movie embellished?
     - What is the purpose of this film? – entertainment, informing the public, etc.
     - Who was the director? Why did they make this film?
     - Is this an adaptation of a book?
   - Essentially, any question you would ask about any other historical source.

    2. Why are historical films good learning tools and regarded as public history?
        a. Remind the students what the goal of public history is.
        b. This list should be aimed at what films allow the viewer to visualize (dress, social and cultural norms, gender relations, language or slang of the time, architecture, etc)

Wrap up the lesson/discussion with these questions/statements:

1. Most historical films have fictional elements in them but are still largely accurate and based on fact. Are explicitly historical fiction films good learning tools?
2. Why are films successful in teaching history?
3. Review why and how films should be analyzed historically.
4. Encourage students to watch more historical films and to not be afraid to fact check while watching.

For the remainder of the week, the class will be watching a World War II film that has been covered by The National World War II Museum's "Service on Celluloid" podcast. Refer to their website to select a film!
https://www.nationalww2museum.org/war/service-celluloid-podcast#episodes

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will understand how maps are used in historical research.

Note: During week 34, you will have the opportunity to Skype with Dr. Robert Whitaker, creator of the History Respawned podcast and video series. He will talk with students about how history is portrayed through gaming.
Schedule your skype session with Dr. Whitaker-- email: whitakerbob@gmail.com

MONDAY

Topic: Using Maps in Historical Research

Lesson: Pick up the "Service on Celluloid" assignment and transition to the lesson on using maps in historical research and Sanborn Maps. Use the "Using Maps in Historical Research: Sanborn Maps" supporting document to execute this lesson.

Assignment(s) Due: 1-page response to the "Service on Celluloid" podcast episode.

TUESDAY

Topic: Using Maps in Historical Research (cont.)
Lesson: Finish the Sanborn Map lesson from yesterday, and continue exploring the use of maps in historical research with the Irish Channel Project: https://irishchannelproject.com/interactive-map/.

WEDNESDAY

Topic: Using Maps in Historical Research (cont.)

Lesson: Skype session with Maegan Smith, creator of the Irish Channel Project and Collections Manager at Vermilionville Living History and Folk Life Park
Contact Maegan: artifacts@bayouvermiliondistrict.org

THURSDAY

Topic: Introduction to GIS as a research tool.

Lesson: Using the GIS Supporting Document, introduce the concept of GIS. This lesson is largely based on information from National Geographic.

Classwork: GIS Interactive Activity

FRIDAY

Topic: GIS as a research tool (cont.)

Lesson: Briefly review the material from yesterday's class making sure to touch on the purpose of the interactive activity. After doing this, take the rest of class to explore the potential of GIS in history research, specifically. (StoryMaps, ARCGIS, etc). Examples are provided on the supporting document below.

Unless students have conducted research regarding certain locations or other geographical concepts, most have not used maps for historical research. Maps are some of the most interesting primary sources and offer a wealth of knowledge once you know what you are looking at.

For this lesson you will need:
- A Sanborn Map of your community or the largest community near you
- A current map of this community (a screenshot from Google Maps will work if you cannot find anything better)
- The Sanborn Map keys provided under "About the Collection" on the Library of Congress website. https://www.loc.gov/collections/sanborn-maps/about-this-collection/

You can access a local historic map by searching the Library of Congress's Sanborn Map Collection. Click the link below, and use the search bar
https://www.loc.gov/collections/sanborn-maps/

Begin the lesson with an introduction to Sanborn Maps and a brief history of the community you are discussing:
- In 1866, taking after surveyors and insurance companies in London, Daniel Alfred Sanborn, a civil engineer and surveyor, began creating insurance maps of cities in the United States. These maps provided the information necessary to assess fire risks to communities.
- The Sanborn company eventually became a monopoly of insurance mapping and was widely popular.

Then show the historic Sanborn Map you have chosen for this lesson and provide the students the map keys in some manner. Ask the class the following questions:
1. In general, what does this map tell us about the city?
   - Building material, population statistics, crowded vs. not crowded, etc.
2. Do you recognize any business or street names?
3. Why are some building materials more popular in certain parts of the community versus others?
4. What sticks out to you on this map?
5. What historical conclusions can you take from this map based on what we have discussed thus far?

Compare the present-day map of the community and the Sanborn Map to discuss the following:
1. In what ways has our community's past shaped how it looks today?
2. How has our geography and climate affected our community's development?
3. How has our community changed over time according to the maps, and why is that?
4. If you were to make a Sanborn Map of this community today, what would it look like according to the key – building materials, scale (closeness of buildings), etc.

Conclude the lesson by revisiting everything that was discussed during the lesson and creating a list of what historical maps can tell us and why they are important to historical research.
- Sanborn maps, specifically, are used today for various reasons:
    - Genealogists use the maps to locate the residences and workplaces of ancestors
    - Study historic urban planning designs
    - Historians can study the historic evolution of architecture and building design
    - Study population growth and migration patterns
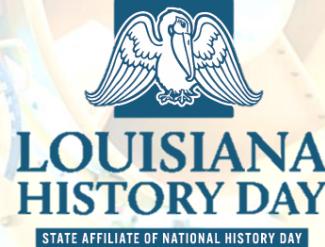
Introduction to Geographic Information Systems

This lesson is based on information gathered from National Geographic along with some other pointers mixed in along the way. Geographic Information Systems (GIS), is a very nifty and interesting tool when it comes to research, but it is also extremely complicated when you get in the weeds of it. Even though it is complicated, many of those proficient in this skill taught themselves and are continuously learning new information and tricks. Being certified in GIS, especially ARCGIS, is rare, yet highly sought after by employers such as NASA, the government, archaeology firms, etc.

This lesson has seven steps and an engaging activity.

1. Ask your students about their experience with GPS.
   - What does GPS stand for? – Global Positioning System
   - They've used GPS in the car, on their phones, etc. for directions
   - Geocaching – handheld GPS devices
   - Location services cell phones
   - A plethora of phone applications use elements of GPS
2. Introduce GIS by comparing it to GPS
   - GIS – Geographic Information Systems
   - Ask what the difference is between the two, GPS and GIS
     - GPS provides users with geographic data (ex. Where they are, distances to locations, etc.)
     - GIS allows users to display and analyze data.
   - Types of GIS data: crime patterns in a city, wildlife migration patterns, voter turnout, etc.
   - Make sure they know that GIS displays data on a map.
3. Emphasize that GIS is used in our daily lives
   - Many different industries use GIS.
     - GIS technology supports various aspects of communication networks
     - Road networks and transportation infrastructure
     - GIS is used to plan efficient routes for medical emergency vehicles to travel between emergencies and medical care facilities
     - Businesses use GIS to decide where to build new stores and locations.

Hands-on Activity – depending on the grade level of your students, you can explain the terminology – polygon/shape, lines, points - through the activity or preface the activity with a quick vocabulary lesson. These terms are geometry terms, but their meanings are different within the realm of GIS

Supplies: rope or thick yarn in a neutral and blue color, a reference map of Louisiana, and a large area to conduct the activity

- <u>Shape</u> – the visible form of a geographic object as represented on a map. (ex: points, lines, polygons)
- <u>Polygon</u> – a closed shape on a map defined by a connected sequence of (x, y,) coordinate pairs. On a world map it can be a country or island, or in a country map it could be a state or city.
- <u>Lines</u> – a shape on a map defined by (x, y) coordinate pairs; a line can be straight or curved and represent various features, such as rivers, streets, etc., on a map.
- <u>Point</u> – a mark that indicates a place or location and is defined by a single pair of (x, y) coordinates. Can be a city on a world map or a building on a city map.
- <u>Query</u> – often written as a statement, a query is a request to select features (polygons, points, lines, etc.) or records from a database. For example, a query can be made for all of the cities with colleges or universities. Essentially this is how you connect certain trends in data to geographic positions.

4. Have students create a <u>shape</u>, or <u>polygon</u>
    - Pick 4 – 5 students to create the shape of Louisiana with the neutral colored rope/yarn.
    - Each student represents a pair of (x, y) coordinates
    - This should take up a large space.
    - Ask the class to give you other ideas of polygons/shapes that they could have created (countries, cities, bodies of water, etc.)
5. Students will create a <u>line</u>.
    - Choose 3 – 4 different volunteers to create a major Louisiana river with the blue rope (the Mississippi)
    - Each student represents a pair of (x, y) coordinates
    - Ask them about other potential lines they could have created (other rivers, roads, trails, etc.)
6. Have students create <u>points</u>
    - By this point, the map is in place. Have 4 – 5 new volunteers pick a Louisiana city with colleges or universities in them (Shreveport, Ruston, Alexandria, New Orleans, Baton Rouge, Lafayette, etc.) and stand on it.
    - Each student represents a pair of (x, y) coordinates
    - Ask them what other points could have been plotted on the map – house, school, grocery store, etc.
7. Conduct a <u>query.</u>
    - Explain to each student that is acting as a "point" that you are going to walk to each of them and touch ("click") their shoulder. Once you tap their shoulder, they will say what college is in their city.
    - By doing this, you have just conducted a query of college cities in Louisiana.

An alternative way to conduct this activity is by using a map of the United States instead. If you choose this option, you can ask students to make rivers as lines, pick cities that they want to visit to be the points, and then, conduct a query about why students choose certain cities. You can query about anything, but the points and the query have to correlate. If you have a little extra time, have the student use books to create mountain ranges to show elevation, or establish a way to visualize depressions.

If you cannot do this activity with the rope, feel free to simply draw it on the board and have students mark their (x, y) coordinate pair with their initials.

After you have completed the activity, have everyone return to their seats and conduct a wrap up session.

Ask these questions:

- How does GIS help users with data visualization?
    - Users are able to identify patterns across geographical areas.
- How does GIS help users with data analysis?
    - They can use it to identify relationships between certain points.
- How can historical research use GIS?
    - There are a lot of ways to do this!
    - Have them think back to the Irish Channel map.
    - For the next day's lesson, they will be able to explore this a bit better.

GIS in Research

In the introduction to GIS lesson, students were introduced to how data is translated on a GIS map. This document will provide commentary and examples of how historical research and GIS can become intertwined. Here is a link on teaching History with GIS:
https://www.gislounge.com/gis-used-understand-history/

Lesson:
On this day, have students explore the capabilities of using GIS and history! Let them take some time to look at the sources below. But also, have them think about the potential uses of GIS in their History Day projects. Let them share with the class in order to get feedback and commentary – this will help those who cannot fully visualize how GIS could be used with their research. And if they cannot figure out a way, have them share another part of history that can be visualized with GIS.

Links to a GIS Maps with historical components:
- The Harvard Africa Map – click on the various layers on the left toolbar to look at various historical factors ranging from the location of slave ports, trade routes, and different data on historical conflicts in Africa.
    - http://worldmap.harvard.edu/africamap/
- The Digital Literary Atlas of Ireland – shows the perspective of Ireland from the literary works of fourteen different Irish writers from 1922 – 1949.
    - http://cehresearch.org/DLAI/
- A page with links to different historical GIS maps
    - http://www.aag.org/cs/projects_and_programs/historical_gis_clearinghouse/hgis_projects_programs

ARCGIS StoryMaps
- StoryMaps is an Esri platform that combines ARCGIS and storytelling. We all know that history is one big story, so essentially, historians are just professional storytellers. Communicating certain areas of history in an exciting way can be hard for a variety of reasons; maybe the subject matter is too dense and hard to break down, or perhaps it's an area of history that is over-taught. StoryMaps is just the platform to make an overdone topic exciting again! And the versatility of the site makes breaking down tough material fun and interesting.
- Below, there is a link to the actual StoryMaps page that breaks down their purpose and capabilities a bit more, and it even somewhat walks the viewer through the process of making a story.
  https://www.esri.com/en-us/arcgis/products/arcgis-storymaps/overview
- Here is a link to the best maps of 2019
    - https://www.esri.com/arcgis-blog/products/arcgis-storymaps/constituent-engagement/our-favorite-story-maps-of-2019/
    - Within this list, the StoryMaps on Women's Suffrage and Normandy (French) are extremely well done
- Links to the work of students from the University of New Orleans
    - https://storymaps.arcgis.com/stories/7e77658e8ceb48ceba5c4d8120227349
    - https://storymaps.arcgis.com/stories/eed7e80ed06d4074853d6127254938d6?fbclid=IwAR29_9MbL1ly_3fvhIIP64SZjgRWEeyHaqipOhdz2fEcudj6DG7pcQcWAFc

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will understand how artistic forms of Public History are used to analyze and give memory to historical events or people.

MONDAY

Topic: Introduction to History and Memory

Lesson: Discuss the differences between History and Memory using two videos from Brown University's Choices Program and the "History and Memory" supporting document below.

TUESDAY

Topic: Using art to explain historical memory

Lesson: Use the lesson notes provided and the PowerPoint (for a visual component) to introduce how art can encapsulate history and serve as a method of memory.

WEDNESDAY

Topic: Understanding Louisiana History through Folk Art
Lesson: Using the lesson provided, discuss Louisiana History through Clementine Hunter's art. Use the YouTube video linked below for a background history on Clementine Hunter and her art.
Lesson: https://www.thewadsworth.org/wp-content/uploads/2017/12/WAMA-Clementine-Hunter-and-the-South-Lesson-Plan_final.pdf
Video: https://www.youtube.com/watch?v=EQqpQlS7Ba4
Homework: Read the article about Monuments and Memorials and take notes. It will be discussed in class tomorrow https://inclusivehistorian.com/memorials-and-monuments/

THURSDAY

Topic: Monuments and Memorials
Lesson: Using the "History, Memory, and Monuments" document below introduce the
https://www.choices.edu/video/history-memory-confederate-monuments-different/

https://www.youtube.com/watch?v=L7xwtvCYC0M
Homework: Students should identify one monument or memorial for their topic. This monument should appear on their Final Assessment

FRIDAY

Topic: Next year's National History Day Theme

Lesson: Find a creative way to reveal next year's annual theme to the class. Really break down the theme so that students have a good understanding of what is being addressed

Classwork: Let students spend the rest of class brainstorming ideas for potential projects and category options in groups or as individuals.

Homework: Have students respond to a prompt on FlipGrid regarding next year's annual theme.

This lesson is similar to the lesson taught at the very beginning of the year on Research vs. Investigation in that comparing **history** and **memory** is a complex task. The goal of this lesson is to introduce the topic of memory and how it differs from history as a preface to the rest of the week's focus on Public History and Art as a means of memory. At the end of the lesson, your class should construct two concise definitions of both terms and understand the differences and similarities between them. Begin your lesson by passing out the handout that accompanies this lesson and by showing two videos from the Choices Program from Brown University.

Videos – Both historians in these videos tackle the differences between History and Memory, but they do it in different ways. Have the students take brief notes during the video on what they find important; allow them 1-2 minutes between each video to wrap up their thoughts and ask any clarifying questions they may have.

1. Christy Clark-Pujara from the University of Wisconsin-Madison (https://youtu.be/xi-6E8zw1mA)
2. Emily Owens from Brown University (https://www.choices.edu/video/difference-history-memory/)

After finishing the videos, facilitate a class discussion on the two videos. During this conversation make sure to clearly define the differences between the two, but to not give too much away. The video and the class discussion were meant to stimulate their own thoughts and encourage critical thinking. Turn the students' attention to the next part of the handout, which is a table to denote the differences between history and memory. Give them ten or so minutes to jot down their thoughts and any examples they can think of about the two concepts. This time spent independently thinking will allow them to have their own "ah-ha!" moments.

Once they have had enough time to fill out their charts, bring them back together to compile their thoughts in a class chart on either the board or a flip chart. Allow them to share their thoughts and elaborate off of each other to create these, but also make sure that they understand if any of their ideas are a bit skewed. Be sure to include these points in the class chart.

History	Memory
• A reconstruction of the past done by trained historians based on thorough academic research of multiple points of view • Shared and secular • Revised based on new findings • Carries academic authority • History is interpreted • Rooted in place, chronology, and scale	• Memory is created by everyone based on their own personal experiences and beliefs. • Owned and passed down through generations – this causes a few inconsistencies due to the storytelling element • Carries an emotional and immediate authority based on community and experience • Manifests itself in stories, sites, monuments, and objects

Conclude the lesson by asking the students to create a singular definition for both history and memory that shows they have a clear understanding of where they differentiate from one another. Ask for a few volunteers to share. Make sure to answer any questions they may have and brief them on where this lesson is going to carry them throughout the rest of the week.

Name: _____   Date: _____

History and. Memory

Videos: Take brief notes on what you find stands out from each of these videos.
1. Christy Clark-Pujara from the University of Wisconsin-Madison

2.   Emily Owens from Brown University

History	Memory

History is…

Memory is…

Evaluating art from various eras and in a variety of styles is extremely useful when studying historical subjects. It tells the viewer and historians how daily life, significant events, and perplexing ideologies were interpreted and memorialized by those who experienced them. There are several ways that art actually takes shape (flags, paintings/drawings, flags, costumes/fashion, political cartoons, propaganda, etc.), and each form carries a historical message.

Go through each of the art forms and discuss a historical example of each. Have the students suggest ways these art forms can represent memory. Use the PowerPoint provided to display the images or find your own examples!

1. Flags – The American Flag
   - Flags represent unity and support for a cause, but they also evoke memory. In terms of the American Flag, there are several different versions of it. The original story of the flag with Betsy Ross tells the country's beginning, and all of the changes that culminated over the years regarding states explains our current flag. By studying both flags in comparison, students are able to understand how our country has changed over time, what it means to certain people, etc.
   - In addition to the comparison about the 13 Colonies flag and the current American flag, you can also ask how the Civil War affected the memory of the flag.
   - Another example of flags and memory besides the American flag is the Nazi flag. In several memoirs of Holocaust survivors, the survivor mentions their first time ever seeing the Nazi flag and how that made them feel. The first time they were seeing this flag is not necessarily a part of the flag's history, but it is a memory and a way that the survivor interpreted that moment of their life.

2. Painting/Drawing – Guernica (1937) by Pablo Picasso
   - Picasso painted *Guernica* after seeing the city bombed in 1937. Upon first glance the painting looks abstract and strange, but Picasso meant to evoke those responses. He wanted to show how chaotic war was. Artists often paint about events or aspects of their lives that trouble or confuse them. Additionally, art often reflects what the patron wants the artist to show. Prevalent int eh Renaissance, this influences the way experiences are portrayed.

-
3. Propaganda – US WWII Posters
    - Propaganda posters capture the beliefs and ideologies that governments will be remembered for. In the case of the two posters in this example, the idea of foreign spies sneaking around the States trying to gain insight to the US war effort was a real fear for American citizens. The government made sure to capitalize on this to ensure that the war effort was not interfered with.

4. Clothing/Fashion – Marie Antoinette
    - Fashion is considered art even though it is not widely discussed in that manner. Especially in the periods of history prior to the twentieth century, fashion was a highly contested topic between the upper and lower classes. One of the prime examples was Queen Marie Antoinette of France. The lower-class citizens of France vehemently detested Marie Antoinette because of how she was thriving in new gowns with more than enough food while they were on the brink of starvation. She is best known for her ostentatious hair accessories and luxurious gowns.
    - There are other examples of how historical fashion/clothing affects memory
        - Queen Victoria and the white dress
        - 1920s and flappers
        - The typical dress that is associated with pilgrims
        - People often recount traumatic or significant moments of their lives by including what they were wearing.

5. Political Cartoons – Treaty of Versailles
    - Political Cartoons are a fun teaching tool to use in the classroom. They show how the creator of the cartoon perceived a historical event. Political cartoons also provide commentary on the current public opinion.
    - In this Treaty of Versailles cartoon, one can understand how the victors of World War I viewed the treaty and how the Germans viewed it. There was a lot more to the Treaty of Versailles than just Germany's consequences, but because of political cartoons like this, it is essentially only remembered for the War Guilt clause.

This lesson is going to continue the week's theme of discussing history and memory and how these concepts physically manifest themselves. Discussing historical monuments is a difficult task to undertake, but it is an extremely important conversation to have.

By the end of this lesson, students should walk away aware of a few things.

1. Monuments and memorials are created to impact the way that we remember certain parts of history.
2. Individual monuments and memorials have their own history that impact what their actual purpose is.
3. When you are analyzing a monument or memorial, you should treat it like any other historical source and ask several important questions: What is the monument really of and about? Why was it created? Who created it? When was it created? Does the location of the monument mean anything?
4. Question anything and everything! You need to make the educated decision for yourself about whether or not a monument should be revered.

Two videos are tied to this lesson: one from Brown University's "The Choices Program" and the other from the *Mascots, Myths, Monuments, and Memorials* symposium at the National Museum of African American History and Culture. They are linked below.

https://www.choices.edu/video/history-memory-confederate-monuments-different/
https://www.youtube.com/watch?v=L7xwtvCYC0M

Start this lesson by acknowledging that this topic is highly contested in today's society and that in no way is this discussion to be politicized. Make sure to state that this classroom is a safe area to share thoughts and ideas in an appropriate manner and that all students should respect one another.

Once the expectations for the classroom have been established discuss the article that they read for homework. Address the following:

- Redefine memory, and then define memorial, monument, and commemoration.
- Public/Collective memory
- Positive aspects of monuments and memorials
- The negative connotations of monuments and memorials
- What the overall goal of monuments, memorials, and commemorations should be, and what factors should be considered when trying to organize their creation.

Next, show the Brown University video with Emily Owens followed by the *Mascots, Myths, Monuments, and Memorials* symposium video. Once the videos are shown, allow the students a couple of minutes to reflect silently and independently on what they just watched. Discuss with
the students what their thoughts are, but make sure to steer the conversation towards why the monuments in question in the videos should be contested. Make it clear that these monuments obscure the history of what is being memorialized and the reasons for their creation change what is actually being remembered.

After discussing the issue of monument removal, switch gears to talking about monuments and memorials that have a positive historical purpose. Choose one or two to really delve into so that students realize what the purpose of memorials and monuments should be. Feel free to add your own to the list provided.

- *The Memorial to the Murdered Jews of Europe* in Berlin, Germany
- *The Normandy American Cemetery and Memorial* in Colleville-sur-Mer, Normandy, France
- *The International Monument at Dachau Concentration Camp* by Nandor Glid
- T*he National September 11 Memorial* in New York City
- *The USS Arizona Memorial* at Pearl Harbor
- *African American Civil War Memorial* in Washington D.C.
- *Freedom Riders National Monument* in Anniston, Alabama
- *Martin Luther King, Jr. Memorial* in Washington D.C.
- *Liberty Memorial* in Kansas City, Missouri
- *Les Braves Omaha Beach Memorial* in Normandy, France

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will understand gaming as an aspect of history and begin working on the final assessment assignment.

MONDAY

Topic: History in Gaming

Lesson: Using a Skype session with Robert Whitaker, creator of the History Respawned podcast and video series, students will understand how history is portrayed through gaming. In the supporting document below, there are some resources that Whitaker has recommended to accompany this topic and get to know his podcast and video series.

TUESDAY

Topic: Final Assessment Introduction

Use this time to introduce students to the many versions of Monopoly. Use the "Final Assessment" supporting document to explain the project and define your expectations. Before beginning this class, review the "Sensitive Topic Disclaimer" supporting document.

WEDNESDAY

Independent work day!

Students will use this day to work on their final assessment: A Monopoly Game for their History Day topic.

THURSDAY

Independent work day!

Students will use this day to work on their final assessment: A Monopoly Game for their History Day topic.

FRIDAY

Independent work day!

Students will use this day to work on their final assessment: A Monopoly Game for their History Day topic.

Traditionally, the methods of teaching history in the classroom or to the public has manifested itself in textbooks, published academic articles, books written by famous historians, museums, and documentaries. But with the field of Public History becoming more and more popular, different ways of introducing historical topics have emerged, such as, podcasts, movies, historical fiction, graphic novels, and even video games. Slowly but surely, academics have implemented these new ways of teaching history into their classrooms, but video games are largely left out.

Video games, in general, are surrounded in controversy, but historical video games tend to be even more highly debated. No longer are the questions regarding these games about how much time is spent on the television or computer or is the content too violent; instead, gamers find themselves asking questions about the historical accuracy of the game they are playing.

This issue of historical accuracy within video games is best addressed by Bob Whitaker's podcast and video series, "History Respawned." Whitaker is a historian and professor at Louisiana Tech University and has personally recommended some sources for the classroom.

Recommended Sources:

- The "History Respawned" website; https://www.historyrespawned.com/
- An article about history and gaming in the classroom: https://notevenpast.org/you-have-died-dysentery-history-according-video-games/
- A Super Bunnyhop video: https://www.youtube.com/watch?v=t_kfcYRdIQw&feature=youtu.be
- Gaming in the Past, a website created by historian and high school teacher Jerimiah McCall https://gamingthepast.net/
- A podcast of Whitaker's: https://thewayofimprovement.com/2018/12/23/episode-44-history-for-gamers/
- A Backstory Radio Podcast: https://www.backstoryradio.org/shows/playing-the-past/

Additional Sources:

https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1003&context=etd

https://www.historians.org/publications-and-directories/perspectives-on-history/january-2016/backward-compatible-gamers-as-a-public-history-audience

National History Day projects are expected to be impactful and interesting for the students who conduct the research. Some of the topics selected may be sensitive – such as, but not limited to, the Holocaust, slavery, or civil rights history. Students should not be discouraged from choosing a sensitive subject for their History Day projects. However, manifesting this research into a Monopoly Game in the final assessment should be done in a manner that remains respectful of these important issues. **Most importantly, dollar values should not be assigned to spaces and the student produced monopoly boards should never be played.** We encourage a digital presentation to avoid the creation of a physical board. This assessment represents a creative way for students to visually show the most important factors of their History Day research.

Students who have chosen sensitive subjects for their History Day projects should not be expected to select a new focus for their final assessment. Instead they should think about how to address their topic in a respectful manner that still reflects the importance of their research. During the research phase of the course, you should encourage students to look beyond direct information of their topic. Students should always consider why historical events are important and what conditions existed before and after their specific topic. This additional inquiry provides historical context to their research and will prove invaluable to presenting sensitive topics for their final assessment.

If a student truly feels uncomfortable putting their topic into game-form or you do not think that their topic is appropriate for the assignment, address this issue with them privately and have a conversation to help find a solution to respectfully completing the assessment.

For example, if a student studied the Holocaust in their History Day project, they should consider significant events and aspects of their research that focus on liberation and agency of the victims. They should not include key dates, figures, or camps that directly correlate to Nazism and genocide. Or if a student addresses the assassination of President Abraham Lincoln, then their Monopoly Board should showcase the impact of Lincoln's presidency, instead.

An important objective of this class is to challenge students to concisely present their research in a variety of formats that Public Historians often engage in. Historical gaming and the Monopoly final assessment gives them an opportunity to highlight research that may not have been used in their History Day project and consider a different audience for their research.

For your final assessment, you will create a Monopoly Game based on your History Day topic! From the game pieces to the property titles, the entire game will display all of the research you completed for your History Day project in a fun and creative way! However, you won't make the physical game board and pieces; instead you will make a PowerPoint presentation to present to the class as a "product pitch."

For inspiration, look up custom Monopoly games on the internet. Look at the actual Monopoly game for a better understanding about what individual parts are so that you are able to accurately and successfully adapt your topic to the popular family game.

Project Requirements:

- A creative title (-opoly)
- Game pieces – 4 player pieces
- Properties – 22 spaces representing events, people, etc. that relate to your topic in chronological order
- Transportation – 4 spaces
- Utilities – 2 spaces
- Chance and Community Chest spaces (2 each)
- Chance Cards – 10
- Community Chest Cards – 10
- The entire game board with proper imagery and titles using the template provided

** Do not attach dollar amounts to any of the properties, Chance cards, or Community Chest cards**

PowerPoint Presentation Guidelines

- **Slide 1** – Title of game
- **Slide 2** – Brief description of historical topic
- **Slide 3** – Entire Game Board
- **Slide 4** – Explanation of your player pieces (4)
- **Slide 4** – The names of your property spaces (22)
- **Slide 5** – In-depth explanation of one property piece from each color category (6 total)
- **Slide 6** – Transportation spaces (4)
- **Slide 7** – Utilities spaces (2)
- **Slide 8** – Your Chance cards in card form (10)
- **Slide 9** – Your Community Chest cards in card form (10)

Presentation: Your presentation should thoroughly go over each factor of your Monopoly game thus completely telling the "story" of your History Day topic. It should be a **6 − 10-minute presentation**, and you should be able to answer any questions posed by the class. Think of this presentation as a pitch as to why buyers should want to buy your game!

You will be graded on your ability to follow instruction, creativity, historical accuracy and presentation. **Look at the rubric below to see how exactly you will be graded.**

Points Possible: _____

Due Date: _____

Student Name: _____   Project Title: _____

Grading Element	Excellent	Satisfactory	Needs Work	Points Awarded
Monopoly Game	The title is creative and reflective of the student's History Day topic (6 – 10 pts)	There is a title, but it does not entirely reflect the History Day topic (1 – 5 pts)	There is no title, or it does not reflect the History Day topic at all (0 pts)	
Creativity	Student's creative skills were utilized to make an interesting and visually appealing game that reflected their History Day topics. (10 – 15 pts)	Student used some creativity, but the game lacked visual appeal and interest and did not completely reflect the History Day topic. (5 – 9 pts)	Little to no creativity was utilized in making this game, thus causing zero interest or visual appeal. Furthermore, it did not reflect their History Day topic (0 – 4 pts)	
Board	The board was neat and visually appealing, and all game spaces were filled in compliance with the assessment requirements. (17 – 25 pts)	Board was somewhat neat and colorful, but the student failed to completely follow the assessment requirements when creating the game spaces (17 – 9 pts)	The board lacked neatness and visual appeal, and the student paid little to no attention to the assessment requirements. (8 – 0 pts)	
Game Pieces	All cards and player pieces were created according to the requirements, and they relate to the student's topic (10 – 15 pts)	Student created player pieces and game cards, but they did not completely relate to the History Day topic or some were missing (5 – 9 pts)	Few to no game pieces were included with the game and they did not relate to the student's History Day topic (0 – 4 pts)	
Historical Accuracy	As a whole, the student's Monopoly game accurately and respectfully told the entire "story" of their History Day project (10 – 15 pts)	Student told the "story" of their History Day topic, but overall, it was not completely accurate or respectful of the sensitive areas of history (9 – 5 pts)	The student's game paid little to no attention to their History Day topic in an accurate or respectful manner (0 – 4 pts)	
"Product Pitch"	Student's PowerPoint was engaging and followed the assessment requirements. The Product Pitch was done in the required 6 – 10 minutes, and student was able to fully answer questions (20 – 30 pts)	Student followed presentation instructions but missed a few details. Their presentation was too short or too long according to the required time frame. Student was able to answer questions. (19 – 10 pts)	Student's PowerPoint was not in line with the requirements, and the Product Pitch was not engaging or in compliance with the time constraints. Student was not able to answer any questions about their game (9 – 0 pts)	

Total Points Earned: _____ x 2 = _____   Overall Grade: _____

Final Assessment: Create your own Monopoly Game – Tips and Tricks

It can be somewhat tedious creating your Monopoly Board, so here are a few tips and tricks to creating your game.

1. Set the game board template as the background of the slide it is on – this will make it stay in place, so it doesn't move around.
2. Use text boxes to create your title and space labels.
3. To make your board more colorful, consider adding fun pictures and imagery along with changing the color of the board!
4. If you want to make your own property color scheme, use the rectangle shape and fill option to pick your colors.
5. Look at other custom Monopoly games and the original game to see how the Community Chest and Chance cards are worded and what they look like. You can even name these cards differently to relate to your topic if you wanted.
6. Use the rectangle shape and text boxes to make your game cards.
7. When you are making your transportation and utility spaces, see what options were available in the time period your History Day topic deals with.
8. Remember "Jail," "Passing Go," and "Free Parking" exist! Rename these to fit your topic or make creative ways for these to play into Community Chest and Chance.
9. Have fun!

LOUISIANA HISTORY DAY PROJECT-BASED LEARNING

Weekly Objective: Students will continue working on their final assessments.

MONDAY

Independent work day!

Students will use this day to work on their final assessment: A Monopoly Game for their History Day topic

TUESDAY

Independent work day!

Students will use this day to work on their final assessment: A Monopoly Game for their History Day topic

WEDNESDAY

Independent work day!

Students will use this day to work on their final assessment: A Monopoly Game for their History Day topic

THURSDAY

Independent work day!

Students will use this day to work on their final assessment: A Monopoly Game for their History Day topic

FRIDAY

Independent work day!

Students will use this day to work on their final assessment: A Monopoly Game for their History Day topic

Assignment(s) Due: Final Assessment at the end of class

Weekly Objective: Students will present their final assessment and complete their class evaluations.

MONDAY

Final Assessment Presentations

These project presentations will act as a "product pitch."

TUESDAY

Final Assessment Presentations

WEDNESDAY

Final Assessment Presentations

THURSDAY

Final Assessment Presentations and class evaluations.

FRIDAY

End of class Theme party/celebration. Base the party on the theme for next year.

You may want to consider playing WWII Monopoly from The National WWII Museum.

If you have students advancing to the National Competition:

As the school year comes to an end, make sure that you have met with your students who are advancing to the National History Day Competition to discuss what they need to do prior to the competition. Make sure that you have contact information for your students and their parents so that you can communicate effectively. Students will follow the same registration guidelines that were used for the Regional and State Competitions: exhibit, performance, and documentary entries do not upload their final project upon registration, but those competing with websites and historical papers do. Before the students submit their projects, be sure that they have reviewed the comments from the State Competition and have made the necessary revisions. Check in with them to make sure they are ready for National History Day Competition judging, as this competition is probably more nerve-wracking than the previous two. Lastly, make sure that all travel has been arranged for a smooth journey to College Park, Maryland!