**Delta County Schools**

**Curriculum Design**

**8th Grade Social Studies (US History) Unit 6 Plan-Organizer**

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| **Subjects(s)** | Social Studies, with an emphasis on Reading and Writing |
| **Grade/Course** | 8th |
| **Unit of Study** | National History Day |
| **Unit Type(s)** | Topical     Skills-based   Thematic |
| **Length of Unit** | 4 – 5 weeks |

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| **Priority Outcomes (Essentials)** |
| History 1.1 c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry  History 1.2 d. Evaluate the impact of different factors–on topics to include but not limited to gender, age, ethnicity and class– on groups and individuals in this time period and the impact of these groups and individuals on the events of the time period |

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| **Supporting Outcomes** |
| History 1.1 a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives  History 1.1 b. Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history  History 1.1 d. Construct a written historical argument on the use or understanding of primary and secondary sources |

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| **“Unwrapped” Concepts**  **(students need to know)** | **“Unwrapped” Skills”**  **(students need to be able to do)** | **Bloom’s Taxonomy Levels** |
| * Data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry * The impact of different factors–on topics to include but not limited to gender, age, ethnicity and class– on groups and individuals in this time period and the impact of these groups and individuals on the events of the time period | CRITIQUE  EVALUATE | 6  5 |

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| **Essential Questions** | **Corresponding Big Ideas** |
| 1. Why is it important to have historical context when you study a historical topic (person, place, event or idea)?  2. How did your National History Day topic effect: new ideas, new laws, new technologies, and new cultural standards? How did your National History Day topic develop over time, and what was the end result?  3. Why is it important to keep track of resources (art, books, charts, diaries, documents, movies, music, photographs, videos, etc) when you research? Why do you cite both primary and secondary resources in an annotated bibliography? | 1. Historical context helps individuals understand multiple perspectives: culturally, economically, politically, and socially. (CDE Concept Map: Perspectives, Cause and Effect)  2. Many actions such as the creation of new laws, innovative ideas, political art, and events CHANGE what people think and how people act. These develop over time through many small and big actions (students will be able to give examples based on their specific topic), and one of the end results is the impact on today’s society (students should be able to explain their NHD topics impact). (CDE Concept Map: Perspectives, Cause and Effect)  3. It is important to keep track of sources WHILE you research, so you can go back for more information if needed. Also organization of sources will make creating an annotated bibliography more accurate and efficient. Professional historians, authors and even musicians cite their resources to give others the credit they deserve for creating ideas. (CDE Concept Map: Perspectives, Cause and Effect) |

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| **Standardized Assessment Correlations**  **(State, College and Career)** |
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| **Unit Assessments** | |
| **Pre-Assessment** | **Informal Progress Monitoring Checks** |
| [8th grade SS NHD Pre Test.doc](Resources/8th%20grade%20SS%20NHD%20Pre%20Test.doc) | [Resources/NHD ThesisQuiz](Resources/NHD%20ThesisQuiz)  For teachers: [Research Matrix](My%20Life/DMS%20Research/RESEARCH%20MATRIS.xls)  \*This helps keep track of what students are completing during the research process |
| **Post-Assessment** | |
| The assessment for this unit is performance based. Use the curriculum book, exemplars, and web links to understand how the final assessment performance by students should look.   * [2013NHD Curriculum Book.pdf](Resources/2013NHD%20Curriculum%20Book.pdf) * “Check out what students have to say about their NHD projects: <http://www.nhd.org/Contest.htm> * National History Day in Colorado, <http://www.ucdenver.edu/academics/colleges/CLAS/Centers/ColoradoHistoryDay/Pages/ColoradoHistoryDay.aspx>   Below are the scoring guides / evaluations to grade students. They are the same scoring guides used at regional, state, and national History Day. | |
| **Scoring Guides and Answer Keys** | |
| * [PreliminaryJudgingFormsDocumentary.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsDocumentary.pdf) * [PreliminaryJudgingFormsExhibit.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsExhibit.pdf) * [PreliminaryJudgingFormsPaper.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsPaper.pdf) * [PreliminaryJudgingFormsPerformance.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsPerformance.pdf) * [PreliminaryJudgingFormsWebsite.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsWebsite.pdf) | |

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| **Unit Vocabulary Terms** |
| **The following vocabulary terms are recommended, but not limited to:**  **historical context\*:** cultural (art, literature, music, fashion, etc), economic (industries, economic laws or events), political (legislation, Supreme Court cases, presidents, politicians, etc), social (philosophies, ideas, icons, trends, etc)  **thesis\***: topic sentence, persuasive, thesis statement  **research process**: note cards\*, source cards\*, primary source, secondary source, facsimile, Library of Congress, National Archives, legitimate or scholarly sources, title page\*, process paper\*, annotated bibliography\*, citation\*, quotation\*  **projects\***: documentary (iMovie, FinalCutPro, DVD, import, export, embed, captions, video camera, SD-card), exhibit (layout, captions, head or title board, visual appeal), paper (formatting, margins, title page, in-text citation), performance (backdrop, costumes, eye contact, memorization, staging, stage presence), website (Weebly, data limit, subpages, navigation menu, hyperlinks, embed music and video, upload photographs, captions, Scribd, layout, visual appeal, professional)  \* Means the student must understand and actually produce that term in their project during this unit |

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| **Authentic Performance Tasks** | **Engaging Learning Experiences**  **Synopsis of Authentic Performance Tasks** | **Suggested Length of Time** |
| **Task 1** | Students will use their thesis, research, and knowledge from the previous unit, Social Science Skills, to begin creating their National History Day (NHD) project. However if students do not have enough information they first need to complete their research. For the NHD project students really need 25 - 30 note cards, and 5 – 10 resources MINIMUM. Once students have their research done, have them test their thesis statement and quality of research by debating with a partner or another group. If the student is unable to debate their NHD topic then they need to continue developing the thesis or research. | **1 – 5 days, 70 minute blocks**  **\*It depends on the quality of research from the prior unit** |
| **Task 2** | Students use their research to create their NHD projects (documentary, exhibit, paper, performance or website) according to the national competition rules and handbook. Make sure to pay close attention to word minimums, and word limits. Also pay attention to the type of media allowed on websites, and the length of it (movies, or music). I recommend typing all material in Microsoft Word or a similar application to keep track of word limit, and do spell/grammar checks INSTEAD of directly into iMovie (documentaries) or Weebly (websites). You can easily copy and paste your written information into your project once everything is edited and saved. | **5 – 10 days, 70 minute blocks** |
| **Task 3** | Students print out their project (script for documentary, key written parts of the exhibit, entire double-spaced paper, script for the performance, and a complete hard copy of the website) to peer-edit, and also hand in to the teacher. After revisions, students’ videotape themselves presenting their project. Students will watch the videos independently, as a group, or as a whole class and critique their work. Be sensitive to students; some will NOT want the whole class to evaluate them, and that is okay this first time. The point of the videotaping is for students to see for THEMSELVES what they need to improve on, and what they do well. | **1 – 4 days, 70 minute blocks** |
| **Task 4** | Students create a title page, process paper, and annotated bibliography (one per group). Students turn in the first draft, so the teacher can edit and return them. Students will continue to revise the actual NHD project, and the title page, process paper, and annotated bibliography. Students who finish early can write what they will say to the class on note cards. All students/groups must present their final project to the class. | **3 – 10 days, 70 minute blocks** |
| **Brief Overview of the Engaging Scenario** | | |
| The students’ National History Day presentations can be and should be bigger than just the classroom. They have worked so hard on this engaging, rigorous project. Talk to you administrator(s) and designate a day as National History Day. Create a schedule that allows all eighth graders to present publicly (in the hallway, or library) as a sort of showcase. Send an email or letter out ahead of time to the classes who will be attending the showcase, and emphasize that they should be acting the same way they would in a museum. SEE THE EXAMPLE BELOW. Younger students, fellow teachers, parents, and members of the community (librarians, museum curators) can walk through the showcase and view different projects. Have students who are presenting dress up and stand with their project, so they can better explain, and answer questions as people enjoy the National History Day Showcase.   * [NHDsampleShowcaseInvite.doc](Resources/NHDsampleShowcaseInvite.doc) * [NHD letter to Teachers and Student Visitors.doc](Resources/NHD%20letter%20to%20Teachers%20and%20Student%20Visitors.doc) * [NHD Observation Activity.doc](Resources/NHD%20Observation%20Activity.doc)   \*\*If you are going to have other teachers or members of the community judge the Showcase it helps to send them the process papers and bibliographies ahead of time, with the judging evaluations/scoring guides and tips. (Check out “Judging Instructions” and tips directly from NHD, <http://www.ucdenver.edu/academics/colleges/CLAS/Centers/ColoradoHistoryDay/JudgesVolunteers/Pages/JudgingForms.aspx>) You should also be able to send copies of documentaries, papers and websites ahead of time. To judge the exhibits, and better use the time WITH students, have judges come in early to view the exhibits WITHOUT the students. This way when the students are WITH their project, the judges will already have background knowledge, and questions ready. When judges preview projects before meeting with the students it better prepares them, and allows for better discussions between the judges and students. It also REALLY helps with organization; the instructor will be able to enjoy their students’ presentations, instead of feeling chaotic.  Finally, if you feel you have some solid student projects, announce results, and invite the top students to the Regional History Day Competition at Colorado Mesa University. Vincent Patarino, vpatarin@coloradomesa.edu is your contact, and it is a wonderful academic competition that also gets students on a college campus. From regional’s students can qualify for the State History Day Competition in Denver in early May, and from there can qualify for National History Day in College Park, Maryland in June. See [www.colorado.nhd.org](http://www.colorado.nhd.org) for more information. | | |

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| **Authentic Performance Task 1** | | | | |
| **Outcomes Addressed in Authentic Performance Task 1** | **Priority Outcomes:**   * **History 1.1 c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry** * **History 1.2 d. Evaluate the impact of different factors–on topics to include but not limited to gender, age, ethnicity and class– on groups and individuals in this time period and the impact of these groups and individuals on the events of the time period**   Supporting Outcomes:   * History 1.1 a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives * History 1.1 b. Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history | | | |
| **Description of Authentic Performance Task 1** | Students will use their thesis, research, and knowledge from the previous unit, Social Science Skills, to begin producing their National History Day (NHD) project. However if students do not have enough information they first need to complete their research. For the NHD project students really need about 30 note cards, and 5 – 10 resources MINIMUM. Once students have their research done, have them test their thesis statement and quality of research by debating with a partner or another group. If the student is unable to debate their NHD topic then they need to continue developing the thesis or research.  Students will demonstrate their learning by:   1. Answering Essential Question #1 with Big Idea #1. 2. Scoring proficient or higher on the 8th Grade Research Scoring Guide. 3. Scoring proficient or higher on the Debate Rubric. | | | |
| **Length: 1 -5 days, 70 minute blocks** | | **Bloom’s Taxonomy Level:**  CRITIQUE – 6  EVALUATE – 5 | | |
| **Scoring Guide for Authentic Performance Task 1 (Insert link to document)** | [7th Grade Research Scoring Guide.doc](Resources/Research%20Ideas/7th%20Grade%20Research%20Scoring%20Guide.doc)  [8th Grade Research Scoring Guide.doc](Resources/Research%20Ideas/8th%20Grade%20Research%20Scoring%20Guide.doc)  [Class Debate Rubric.pdf](Resources/Class%20Debate%20Rubric.pdf) | | | |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 1**  **(Include vocabulary strategy)** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,**  **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)** |
| INDEPENDENT STUDY – research project:  <http://olc.spsd.sk.ca/DE/PD/instr/indepen.html>  It is a great idea to have a research folder for each student with the important handouts, due dates, and a space for the students to keep their note cards and source cards. | Instead of only doing note cards, students could type their notes, or use DragonDictation to speak their notes into an iPad or iPod.  Also struggling readers can have the text in articles read to them by the computer instead of getting frustrated reading it all themselves. | | Students should be pushed to go above and beyond from the beginning of this project. Advanced students should have the idea that they can “compete” from the very beginning. However in order to compete, students need to have as many SOURCES as possible. As you see in the NHD PowerPoint – middle school students who compete at the state level often have 15 – 30 page bibliographies! | Why we NEED do to National History Day:  [The Education Our Economy Needs - WSJ.com.pdf](file://localhost/Resources:Norm%20Augustine/%20The%20Education%20Our%20Economy%20Needs%20-%20WSJ.com.pdf)  Students should already be done with most of their research, but if not, they can use the “Student Resources” on Mrs. Hancock’s class website for help – [www.educatingexcellence.com](http://www.educatingexcellence.com)  NHD Bookstore – I recommend the History Series (DMS does have a set of these that could be shared):   * <http://www.nhd.org/cart/index.php?main_page=index&cPath=14&zenid=7nqa4i6cc2ojljfeb73c64m8c6>   NHD PowerPoint:  [NHD Presentation.pptx](Resources/Research%20Ideas/NHD%20Presentation.pptx)  Online Examples of projects can be found at [www.nhd.org](http://www.nhd.org)  National History Day competition rule book:   * [NHD2010rulebook.pdf](Resources/NHD2010rulebook.pdf)   Annual Theme information on the National History Day website:  <http://www.nhd.org/AnnualTheme.htm>   * [2013NHD Curriculum Book.pdf](Resources/2013NHD%20Curriculum%20Book.pdf) * [2013NHDThemeSheet.pdf](Resources/2013NHDThemeSheet.pdf) * [2013SampleTopics.pdf](Resources/2013SampleTopics.pdf)   If students are still researching. I recommend these handouts/formats:   * [Resources/Research Ideas/nonfiction Resources for Research.doc](Resources/Research%20Ideas/nonfiction%20Resources%20for%20Research.doc) * [Resources/Research Ideas/ SELECTING A TOPIC FOR A RESEARCH PAPER.doc](Resources/Research%20Ideas/%20SELECTING%20A%20TOPIC%20FOR%20A%20RESEARCH%20PAPER.doc) * [Resources/Research Ideas/Beginning Research handout.pdf](Resources/Research%20Ideas/Beginning%20Research%20handout.pdf) * [Resources/Research Ideas/Historical Context graphic organizer.pdf](Resources/Research%20Ideas/Historical%20Context%20graphic%20organizer.pdf) * [Resources/Research Ideas/NotecardExemplar.doc](Resources/Research%20Ideas/NotecardExemplar.doc) |

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| **Authentic Performance Task 2** | | | |
| **Outcomes Addressed in Authentic Performance Task 2** | **Priority Outcomes:**   * **History 1.1 c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry** * **History 1.2 d. Evaluate the impact of different factors–on topics to include but not limited to gender, age, ethnicity and class– on groups and individuals in this time period and the impact of these groups and individuals on the events of the time period**   Supporting Outcomes:   * History 1.1 a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives * History 1.1 b. Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history * History 1.1 d. Construct a written historical argument on the use or understanding of primary and secondary sources | | |
| **Description of Authentic Performance Task 2** | Students use their research to create their NHD projects (documentary, exhibit, paper, performance or website) according to the national competition rules and handbook. Make sure to pay close attention to word minimums, and word limits. Also pay attention to the type of media allowed on websites, and the length of it (movies, or music). I recommend typing all material in Microsoft Word or a similar application to keep track of word limit, and do spell/grammar checks INSTEAD of directly into iMovie (documentaries) or Weebly (websites). You can easily copy and paste your written information into your project once everything is edited and saved.  Students will demonstrate learning by:   1. Answering Essential Question #2 with Big Idea #2. 2. Scoring proficient or higher on their National History Day project judging form or scoring guide. | | |
| **Length: 5 – 10 days** | | **Bloom’s Taxonomy Level:**  CRITIQUE – 6  EVALUATE – 5 | |
| **Scoring Guide for Authentic Performance Task 2 (Insert link to document)** | * [PreliminaryJudgingFormsDocumentary.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsDocumentary.pdf) * [PreliminaryJudgingFormsExhibit.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsExhibit.pdf) * [PreliminaryJudgingFormsPaper.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsPaper.pdf) * [PreliminaryJudgingFormsPerformance.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsPerformance.pdf) * [PreliminaryJudgingFormsWebsite.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsWebsite.pdf) | | |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 2** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,**  **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)** |
| INDEPENDENT STUDY – research project:  <http://olc.spsd.sk.ca/DE/PD/instr/indepen.html>  It is a great idea to have a research folder for each student with the important handouts, due dates, and a space for the students to keep their note cards and source cards. It is a great idea to have a research folder for each student with the important handouts, due dates, and a space for the students to keep their note cards and source cards. | Make sure to scaffold the project. Students really need to stay organized on manage their time. | Encourage students to do work outside of school, and to use their community resources.  For example, if a group is researching Westward Expansion and they have chosen to do a documentary instead of just using online images students could travel with their parents (or teacher) around Delta County and beyond, and FILM. Real footage and experiences take a project to the next level. | MORE EXAMPLES of great projects:   * WASHINGTON STATE <http://www.wshs.org/historyday/samples.aspx> * WISCONSIN - <http://www.wisconsinhistory.org/teachers/historyday/students.asp>   Rulebook for projects:  <Resources/NHD2010rulebook.pdf>  Resources recommended by NHD: www.history.com [www.history.com/classroom](http://www.history.com/classroom)  Find great digital history resources through HISTORY’s partnership with HMH: <http://www.hmheducation.com/history/index.php>  The National Archives’ Our Documents site is an outstanding primary source destination: [www.ourdocuments.gov](http://www.ourdocuments.gov)  The World Digital Library from the Library of Congress is a great site for world history sources: <http://www.wdl.org/en/>  Center for History and News Media at George Mason University <http://chnm.gmu.edu/>  National History Education Clearinghouse http://teachinghistory.org/ |

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| **Authentic Performance Task 3** | | | |
| **Outcomes Addressed in Authentic Performance Task 3** | **Priority Outcomes:**   * **History 1.1 c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry** * **History 1.2 d. Evaluate the impact of different factors–on topics to include but not limited to gender, age, ethnicity and class– on groups and individuals in this time period and the impact of these groups and individuals on the events of the time period**   Supporting Outcomes:   * History 1.1 a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives * History 1.1 b. Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history * History 1.1 d. Construct a written historical argument on the use or understanding of primary and secondary sources | | |
| **Description of Authentic Performance Task 3** | Students print out their project (script for documentary, key written parts of the exhibit, entire double-spaced paper, script for the performance, and a complete hard copy of the website) to peer-edit, and also hand in to the teacher. After revisions, students’ videotape themselves presenting their project. Students will watch the videos independently, as a group, or as a whole class and critique their work. Be sensitive to students, some will NOT want the whole class to evaluate them, and that is okay this first time. The point of the videotaping is for students to see for THEMSELVES what they need to improve on, and what they do well.  Students will demonstrate learning by:   1. Answering Essential Question #2 with Big Idea #2. 2. Scoring proficient or higher on their National History Day project judging form or scoring guide. | | |
| **Length: 1- 4 days** | | **Bloom’s Taxonomy Level:**  CRITIQUE – 6  EVALUATE – 5 | |
| **Scoring Guide for Authentic Performance Task 3 (Insert link to document)** | * [Oral Presentation Scoring Guide.doc](Resources/Oral%20Presentation%20Scoring%20Guide.doc) * [PreliminaryJudgingFormsDocumentary.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsDocumentary.pdf) * [PreliminaryJudgingFormsExhibit.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsExhibit.pdf) * [PreliminaryJudgingFormsPaper.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsPaper.pdf) * [PreliminaryJudgingFormsPerformance.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsPerformance.pdf) * [PreliminaryJudgingFormsWebsite.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsWebsite.pdf) | | |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 3** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,**  **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)** |
| INDEPENDENT STUDY – research project:  <http://olc.spsd.sk.ca/DE/PD/instr/indepen.html>  It is a great idea to have a research folder for each student with the important handouts, due dates, and a space for the students to keep their note cards and source cards. It is a great idea to have a research folder for each student with the important handouts, due dates, and a space for the students to keep their note cards and source cards.  Continue to add to the research folder by having students add all the drafts of their project to it. At the end of the project students will be amazed at how much work they put into the final product, and how many revisions they did.  It is a great idea to have a research folder for each student with the important handouts, due dates, and a space for the students to keep their note cards and source cards. It is a great idea to have a research folder for each student with the important handouts, due dates, and a space for the students to keep their note cards and source cards. | Provide extended time if needed, but keep track of important deadlines such as your school showcase or regional competition. | Have students who are moving quickly, video themselves even a second time after they make their initial revisions. The more practice the better. They could even present to another teacher. | A sample website to evaluate:  <http://24477572.nhd.weebly.com/index.html>   * Critique the website above as a class, so students know what you are expecting them to do * Use the rubrics/scoring guides below, but emphasize making a lot of comments   Project Rubrics:   * [PreliminaryJudgingFormsDocumentary.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsDocumentary.pdf) * [PreliminaryJudgingFormsExhibit.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsExhibit.pdf) * [PreliminaryJudgingFormsPaper.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsPaper.pdf) * [PreliminaryJudgingFormsPerformance.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsPerformance.pdf) * [PreliminaryJudgingFormsWebsite.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsWebsite.pdf) |

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| **Authentic Performance Task 4** | | | |
| **Outcomes Addressed in Authentic Performance Task 4** | **Priority Outcomes:**   * **History 1.1 c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry** * **History 1.2 d. Evaluate the impact of different factors–on topics to include but not limited to gender, age, ethnicity and class– on groups and individuals in this time period and the impact of these groups and individuals on the events of the time period**   Supporting Outcomes:   * History 1.1 a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives * History 1.1 b. Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history * History 1.1 d. Construct a written historical argument on the use or understanding of primary and secondary sources | | |
| **Description of Authentic Performance Task 4** | Students create a title page, process paper, and annotated bibliography (one per group). Students turn in the first draft, so the teacher can edit and return them. Students will continue to revise the actual NHD project, and the title page, process paper, and annotated bibliography. Students who finish early can write what they will say to the class on note cards. All students/groups must present their final project to the class.  Students will demonstrate learning by:   1. Answering Essential Question #3 with Big Idea #3. 2. Scoring proficient or higher on their National History Day project judging form or scoring guide. | | |
| **Length: 3 – 10 days, 70 minute blocks** | | **Bloom’s Taxonomy Level:**  CRITIQUE – 6  EVALUATE - 5 | |
| **Scoring Guide for Authentic Performance Task 4 (Insert link to document)** | * [PreliminaryJudgingFormsDocumentary.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsDocumentary.pdf) * [PreliminaryJudgingFormsExhibit.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsExhibit.pdf) * [PreliminaryJudgingFormsPaper.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsPaper.pdf) * [PreliminaryJudgingFormsPerformance.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsPerformance.pdf) * [PreliminaryJudgingFormsWebsite.pdf](Resources/NHD%20Scoring%20Guides/PreliminaryJudgingFormsWebsite.pdf) | | |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 4** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,**  **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)** |
| INDEPENDENT STUDY – research project:  <http://olc.spsd.sk.ca/DE/PD/instr/indepen.html>  It is a great idea to have a research folder for each student with the important handouts, due dates, and a space for the students to keep their note cards and source cards. It is a great idea to have a research folder for each student with the important handouts, due dates, and a space for the students to keep their note cards and source cards.  Continue to add to the research folder by having students add all the drafts of their project to it. At the end of the project students will be amazed at how much work they put into the final product, and how many revisions they did.  Continue to add to the research folder by having students add all the drafts of their project to it. At the end of the project students will be amazed at how much work they put into the final product, and how many revisions they did. | Have advanced students who are finished with their revisions and final projects tutor/work with students who need extra help or time.  For students who are slow typers, you can have them orally give the explanations for the process paper and the teacher or another student can type what is being said. | Students done early can help contact community members that they think would be interested in judging, or at least viewing their projects. Students can organize the Showcase. | MLA citations PowerPoint:   * [Resources/Research Ideas/MLA citations.ppt](Resources/Research%20Ideas/MLA%20citations.ppt)   Process Paper DMS EXEMPLARS:   * [Resources/Coalminers Have Hearts Too! Process Paper.pdf](Resources/Coalminers%20Have%20Hearts%20Too!%20Process%20Paper.pdf) * [Resources/Triangle Shirtwaist Fire Process Paper.pdf](Resources/Triangle%20Shirtwaist%20Fire%20Process%20Paper.pdf)   National EXEMPLARS:   * <Resources/1stWashingStateProcesspaper.pdf> * <Resources/1stWashingtonStateBibliography.pdf> |

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| **Interdisciplinary Connections** |
| RWC.4.1.a. 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. |

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| **Overall Reflections on the Instructional Unit** | |
| **Current Status** | **Changes to Implement** |
| Completed – add more exemplars |  |