Curriculum

Grade 9-12: Unit 4
Creating/Developing the Research Project
Course Description

Historiography is exploring new frontiers of learning through a course designed around research practices and end-product creation. Through creativity and innovation, the research model brings students to new levels of intellectual development and engagement, which will serve them well as they take their place in a global community. This course grounded in inquiry/project based instruction is aims to develop skills to produce their own creations relevant to course content through the process of student research and discovery; respecting the discovery made by others; thinking critically; constructing opportunities for each student to become clear class experts by identifying his or her points of greatest interest within the curriculum, and developing student leadership skills.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Weeks</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>What is History?</td>
<td>9 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>Research Methodology</td>
<td>9 Weeks</td>
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<td>Unit 3</td>
<td>Annotated Bibliography and Citations</td>
<td>9 Weeks</td>
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<tr>
<td>Unit 4</td>
<td>Development of the Research Project</td>
<td>8 Weeks</td>
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Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
- **CRP2. Apply appropriate academic and technical skills.**
  Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

- **CRP4. Communicate clearly and effectively and with reason.**
  Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals
Career Ready Practices

think about the audience for their communication and prepare accordingly to ensure the desired outcome.

- **CRP5. Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
### Career Ready Practices

- **CRP7. Employ valid and reliable research strategies.**  
  Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**  
  Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP11. Use technology to enhance productivity.**  
  Career-ready individuals find and maximize the productive value of existing and new technology to accomplish
workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
### Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
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<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
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<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
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<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
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<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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<thead>
<tr>
<th>Assitive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
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<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
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<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
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<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
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<td>• Color code materials</td>
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- **Recall**
  - Teacher-made checklist
  - Use visual graphic organizers
  - Reference resources to promote independence
  - Visual and verbal reminders
  - Graphic organizers

- **Organization**
  - Individual daily planner
  - Display a written agenda
  - Note-taking assistance
  - Color code materials
## Enrichment

Accommodate Based on Students individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
Craft and Structure:

RH.9-10.4: 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 science.

Integration of Knowledge and Ideas:

RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Text Types and Purposes:

WHST.9-10.1 a-d: Write arguments focused on discipline-specific content.

WHST.9-10.2 a-f: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Production and Distribution of Writing:

WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge:

WHST.9-10.7: 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.
WHST.9-10.8: 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.

**English Language Arts & History/Social Studies Grades 11-12 Common Core Standards**

**Integration of Knowledge and Ideas:**

RH.11-12.7: 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.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Range of Reading and Level of Text Complexity:**

RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
Grade: 9-12 | Unit: 4 | Topic: Development of the Research Project

Description: In this unit to encourage students to go beyond simply writing a paper or making a website and use their skills to become authentic researchers producing a project highlighting their individual interests and talents.

New Jersey Core Curriculum Content Standards (NJCCCS):

Common Core State Standards (CCSS): RH.9-10.7, RH.9-10.4, WHST.9-10.7, RH.11-12.9, RH.11-12.7, WHST.9-10.2 a-f, WHST.9-10.1 a-d, RH.11-12.10

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
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<tbody>
<tr>
<td>Create the necessary media to showcase knowledge and understanding of a particular historical person, event or idea. <strong>Standard:</strong> WHST.9-10.7, RH.9-10.4, RH.11-12.7</td>
<td>1) How can NHD projects be showcased using digital media, social networking, and the Internet? 2) What digital media will be used to showcase the research project? 3) How can social media be used inspire interest in</td>
<td><strong>Lesson:</strong> Introduce students to social media and web design.  <strong>Website:</strong> As a class create a website to showcase all the different NHD projects.</td>
<td><strong>NHD Project:</strong> <a href="http://www.ucdenver.edu/academics/colleges/CLAS/Centers/ColoradoHistoryDay/Documents/History%20Day%20in%201%20Day%20in%202%20Week.pdf">http://www.ucdenver.edu/academics/colleges/CLAS/Centers/ColoradoHistoryDay/Documents/History%20Day%20in%201%20Day%20in%202%20Week.pdf</a>  <strong>Student Project Examples:</strong> <a href="http://nhd.org/contest-">http://nhd.org/contest-</a></td>
<td><strong>Visual Arts:</strong> Create an original poster encouraging students to participated in National History Day.</td>
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| Conduct an interview to enhance the research project specific to the person, vent, or idea being showcased. **Standard:** RH.9-10.4, RH.9-10.7, RH.11-12.7, WHST.9-10.2 a-f | NHD? | **Mock Interview:** Using your interview checklist interview a partner in class to practice the skill.  
**Research:** Determine whom you would like to interview and formulated 10 interview questions. Contact the interviewee with the assistance of your teacher via email, telephone, or social media. | affiliates/examples/ | **Film:** Make a film of yourself conducting an interview with your historical source. |
<p>| Assess the project design. <strong>Standard:</strong> WHST.9-10.7, RH.11-12.10 | 1) Does the project design meet the NHD standards? | <strong>Journal:</strong> Does my NHD project possess all the required elements? | Qualities of a Good Project: <a href="http://utahhistoryfair.weebly.com">http://utahhistoryfair.weebly.com</a> | <strong>ELA:</strong> Imagine you are an NHD judge and using the judging criteria score your |</p>
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<td>2) How does a historian engage their audience? Engage students?</td>
<td><strong>Presentation PPT:</strong> Present your project via PowerPoint to the class to receive constructive feedback.</td>
<td>.com/uploads/6/1/3/7/6137723/qualities_of_a_good_nhd_project.pdf</td>
<td>Rubrics for Assessing Student's Writing Rubric <a href="https://www.cmu.edu/teaching/assessment/examples/cfa/tools/researchproject.pdf">https://www.cmu.edu/teaching/assessment/examples/cfa/tools/researchproject.pdf</a></td>
<td>project and write a one-page report.</td>
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Organize the NHD project.

**Standard:** RH.9-10.7, WHST.9-10.7, RH.11-12.9

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<td>1) How does organization impact research?</td>
<td><strong>Graphic Organizer:</strong> Students will complete a graphic organizer outlining the layout of the NHD project. <strong>Research Proposal:</strong> Create a draft research proposal and submit for peer review.</td>
<td>Duke University Organizing a Research Project: <a href="https://twp.duke.edu/uploads/assets/research_project.pdf">https://twp.duke.edu/uploads/assets/research_project.pdf</a></td>
<td>ELA: “Organizing is a journey, not a destination.” Re-write this quote in your own words.</td>
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<td>2) What are the criteria for an outstanding project?</td>
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<td>Duke University Organizing a Research Project: <a href="https://twp.duke.edu/uploads/assets/research_project.pdf">https://twp.duke.edu/uploads/assets/research_project.pdf</a></td>
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<td>3) How can organization of the sources, writing, and research improve research outcomes?</td>
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<td>NHD Instructional Materials: <a href="https://www.usm.edu/history/national-history-day-instructional-materials">https://www.usm.edu/history/national-history-day-instructional-materials</a></td>
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<td>Create a research project using a paper, a website, an exhibit, performance or documentary.</td>
<td>1) What is the purpose of the global studies project? 2) What is the goal of your project? 3) Am I presenting a balanced interpretation of events?</td>
<td>Reflection: What change do you hope to enact or what historical event do you wish to highlight through your research and presentation? Project: Create a digital, exhibit, written, or performance project based on your research. Theme: Align your research topic to the NHD theme.</td>
<td>Thesis Graphic Organizer: <a href="http://www.chicagohistoryfair.org/images/stories/pdfs/thesis_graphic_organizer.pdf">http://www.chicagohistoryfair.org/images/stories/pdfs/thesis_graphic_organizer.pdf</a></td>
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| Develop and demonstrate presentation and interpersonal skills. **Standard:** WHST.9-10.7, RH.11-12.7, RH.11-12.10 | 1) Why are presentation skills important?  
2) How do interpersonal skills define a person?  
3) What Can You Learn?  
4) Why is teamwork so important? | **Journal:** Instruct students to explore different benefits for getting along with others. Have them write down 1-2 positive consequences for getting along with others. Then brainstorm the class’ responses by listing them on the board. Have students add class ideas that are generated to their Lesson 1 worksheet. (Include benefits like: have more friends, not left out of games, win more team games, parents are proud, fewer fights, less arguments, others share more, don’t get as hurt, makes the world a better place to live, get special privileges, and feel happier.)  
**Presentation:** Present your finished project to the class | **Using TED to Develop Presentation Skills:** [http://www.thetechnclassroom.com/home/usingtedtodeveloppresentationskills](http://www.thetechnclassroom.com/home/usingtedtodeveloppresentationskills)  
**Teaching Presentation Skills with Ignite:** [http://www.edutopia.org/blog/teaching-presentation-skills-with-ignite-andrew-miller](http://www.edutopia.org/blog/teaching-presentation-skills-with-ignite-andrew-miller)  
**Interpersonal Skills:** [http://www.cls.utk.edu/pdf/idealbook00/section3.pdf](http://www.cls.utk.edu/pdf/idealbook00/section3.pdf)  
**Getting Along with Others:** [http://www.learnnc.org/lp/pages/3811](http://www.learnnc.org/lp/pages/3811) | **ELA:** Write a 300-word reflection on the research process. |
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<td>and faculty.</td>
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Now that you understand the rules and the theme for National History Day, and have chosen your historical topic, it is time to choose how you want to present your work. But what are the categories? And how are they different? Here are the five possible categories.

**Categories**
- Documentary
- Exhibit
- Paper

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**Unit Project (Choose 1)**

**Project**
A process paper is a description of how you conducted your research, developed your topic idea, and created your entry. The process paper must also explain the relationship of your topic to the contest theme.
Field Trip Ideas: NHD National, Regional, and State Competitions.