Historiography Curriculum

Grade 9-12: Unit Two
Research Methodology
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 aimed 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 1</th>
<th>What is History?</th>
<th>5 Weeks</th>
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</thead>
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<tr>
<td>Unit 2</td>
<td>Research Methodology</td>
<td>10 Weeks</td>
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<tr>
<td>Unit 3</td>
<td>Annotated Bibliography and Citations</td>
<td>10 Weeks</td>
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<td>Unit 4</td>
<td>Creating/Developing an Original Research Project.</td>
<td>10 Weeks</td>
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### Educational Technology Standards


<table>
<thead>
<tr>
<th>Category</th>
<th>Standards</th>
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</thead>
<tbody>
<tr>
<td><strong>Technology Operations and Concepts</strong></td>
<td>• Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources</td>
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<tr>
<td></td>
<td>• 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.</td>
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<tr>
<td><strong>Creativity and Innovation</strong></td>
<td>• Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</td>
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<tr>
<td><strong>Communication and Collaboration</strong></td>
<td>• 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.</td>
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<tr>
<td><strong>Digital Citizenship</strong></td>
<td>• Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</td>
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<td></td>
<td>• Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.</td>
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<td></td>
<td>• Compare and contrast policies on filtering and censorship both locally and globally.</td>
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<tr>
<td><strong>Research and Information Literacy</strong></td>
<td>• 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.</td>
</tr>
<tr>
<td><strong>Critical Thinking, Problem Solving, Decision Making</strong></td>
<td>• Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</td>
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</table>
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP1. Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**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.

**CRP3. Attend to personal health and financial well-being.**
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
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 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.

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.
Career Ready Practices

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.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

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.
**Career Ready Practices**

<table>
<thead>
<tr>
<th>CRP12. Work productively in teams while using cultural global competence.</th>
<th>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.</th>
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## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

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<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
<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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### Assistive Technology
- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### 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
**English Language Arts & History/Social Studies Grades 9-10 Common Core Standards**

**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.

**English Language Arts Standards » Writing » Grade 9-10**

**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**

**Key Ideas and Details:**

RH.11-12.1: 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.

**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.
# Grade: Nine  
# Unit: Two  
# Topic: Methodology

**Description:** In this unit students follow research methodology and develop the ability to collect sources and data.

## New Jersey Core Curriculum Content Standards (NJCCCS):

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RH.9-10.4</td>
<td>RH.11-12.1, WHST.9-10.1 a-d, WHST.9-10.2 a-f, RH.9-10.7, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, RH.11-12.1, RH.11-12.7</td>
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## Common Core State Standards (CCSS):

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</table>

## NJDOE Student Learning Objective

**Develop research questions/problem/hypothesis/thesis.**

**Standard:** RH.9-10.4, WHST.9-10.1 a-d, WHST.9-10.2 a-f, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
</table>
| 1) What is historical research?  
2) What is being investigated?  
3) What are assumed truths? | **Writing Prompt:** A thesis statement is made up of three different parts. **Every thesis needs these three things:**  
1) Identification (What is the topic you are talking about?)  
2) Claim (What do you believe about the topic?)  
3) Direction (What are the 3 main reasons you can | **OWL Perdue Creating a Thesis Statement:** [https://owl.english.purdue.edu/owl/resource/545/01/](https://owl.english.purdue.edu/owl/resource/545/01/)  
**Research Made Easy:** [http://www.sewanhaka.k12.ny.us/cms/lib3/NY0100149](http://www.sewanhaka.k12.ny.us/cms/lib3/NY0100149) | **Visual Arts:** Write a thesis statement and then create an artistic representation of the statement using poster, paint to canvas or sculpture as a medium. |
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<tbody>
<tr>
<td></td>
<td>support your claim?</td>
<td>This will basically outline the body paragraphs of your essay.)</td>
<td>1/Centricity/Domain/1349/Research_Made_Easy%20revised.pdf</td>
<td></td>
</tr>
<tr>
<td><strong>Writing Prompt:</strong> The state of Illinois has been locked in a debate for several years as to whether the driving age should be raised from 16 to 18. Some people feel that 16-year-olds lack the responsibility and maturity to handle the significant privilege of driving. Others argue that 16-year-olds use their licenses for much more than social events. In your opinion, should the driving age be raised from 16 to 18?</td>
<td>1) What role do sources play in historical research? 2) What is the hierarchy of sources? <strong>Boolean Search:</strong> Using the computer lab introduce students to internet searches using the Boolean method. Each student will research a primary source.</td>
<td><strong>Primary Sources Collections:</strong> <a href="http://www.loc.gov/teachers/additionalresources/relatedresources/ushist/prima">http://www.loc.gov/teachers/additionalresources/relatedresources/ushist/prima</a></td>
<td><strong>ELA:</strong> Write an introductory paper using primary secondary, and tertiary sources.</td>
<td></td>
</tr>
<tr>
<td>Collect primary, secondary, and tertiary sources. <strong>Standard:</strong> RH.11-12.1, WHST.9-10.2 a-f,</td>
<td>1) What role do sources play in historical research? 2) What is the hierarchy of sources? <strong>Boolean Search:</strong> Using the computer lab introduce students to internet searches using the Boolean method. Each student will research a primary source.</td>
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<td>NJDOE Student Learning Objective</td>
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<tr>
<td><strong>WHST.9-10.8</strong></td>
<td>sources?</td>
<td>topic they are interested in and collect 5 primary, 5 secondary, and 5 tertiary sources. Library Research: Using the school library conduct a manual search and collect 5, primary, 5 secondary, 5 tertiary sources.</td>
<td><a href="http://libweb.surrey.ac.uk/library/skills/Introduction_to_Research_and_Managing_Information_Leicester/page_21.htm">ry.html</a></td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
<tr>
<td><strong>Evaluate the sources.</strong></td>
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<td><img src="https://example.com" alt="Image" /></td>
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<tr>
<td><strong>Standard:</strong> RH.11-12.1, WHST.9-10.2 a-f, RH.9-10.7, WHST.9-10.8</td>
<td>1) How are sources authenticated? 2) How do sources offer insight into economic, political, social and cultural atmosphere of a time period? 3) How are sources collected? 4) What is the role of the researcher in determining the relevance of</td>
<td>Lecture: Introductory lesson on the evaluation and authentication of sources. Peer Review: In pairs exchange sources with a partner and evaluate the authenticity of sources.</td>
<td><a href="http://www.edutopia.org/blog/evaluating-quality-of-online-info-julie-coiro">Teaching Adolescents How to Evaluate the Quality of Online Information</a></td>
<td>Technology: Create a website for use in a research class outlining how to evaluate and authenticate sources for historical research.</td>
</tr>
<tr>
<td>NJDOE Student Learning Objective</td>
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<tr>
<td>Determine the historical significance of sources. <strong>Standard:</strong> RH.9-10.4, RH.11-12.1, WHST.9-10.8</td>
<td>1) Who created the source? 2) When was the source created? 3) What was the intent or purpose of the source?</td>
<td><strong>Journal:</strong> What makes an event historically significant? <strong>Photo Essay:</strong> Create a 10 slide presentation using sources to support that the historically significance for the event of your choice.</td>
<td><strong>Historical Thinking Project:</strong> <a href="http://historicalthinking.ca/historical-significance">http://historicalthinking.ca/historical-significance</a> <strong>Historical Significance:</strong> <a href="http://facingthepastshapingthefuture.com/teacher-guidance/teaching-learning-strategies/history/historical-significance/">http://facingthepastshapingthefuture.com/teacher-guidance/teaching-learning-strategies/history/historical-significance/</a></td>
<td><strong>Art History:</strong> There are 7 wonder of the world. In a PowerPoint presentation justify the historical significance of each world cultural site.</td>
</tr>
<tr>
<td>Develop an in-depth understanding of an event, individual, or idea. <strong>Standard:</strong> RH.9-10.4, WHST.9-10.1 a-d, WHST.9-10.2 a-f, RH.11-12.1</td>
<td>1) Why does history fascinate the human mind? 2) What is the role of individual in making a mark on human history? 3) How do we know</td>
<td><strong>Journal:</strong> What time period in history interests you the most?</td>
<td><strong>Time Table of Historical Events:</strong> <a href="http://www.fleurdelis.com/timetbl2.htm">http://www.fleurdelis.com/timetbl2.htm</a> <strong>History Topics:</strong> <a href="http://www.history.com/topics">http://www.history.com/topics</a></td>
<td><strong>Visual Arts/film:</strong> Create a commercial advertising an era of history, a person, idea or event that you would like to know more about.</td>
</tr>
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**Standard:** RH.9-10.4, WHST.9-10.1 a-d, WHST.9-10.4, WHST.9-10.7

1) What is the theme of your research project?
2) How would you present your findings?
3) What is the role of media in the research project?
**Unit Vocabulary**

<table>
<thead>
<tr>
<th>Thesis</th>
<th>Historical significance</th>
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<tbody>
<tr>
<td>Hypothesis</td>
<td>Data collection</td>
</tr>
<tr>
<td>Primary Source</td>
<td>Boolean search</td>
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<tr>
<td>Secondary Source</td>
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<tr>
<td>Tertiary Source</td>
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</table>

**Unit Project (Choose 1)**

**NHD Project: Topic Selection and Collection of Sources**

Each student should follow the steps below:

Why did my topic happen at this particular time and in this particular place?
- What were the events or the influences that came before my topic?
- How was my topic influenced by and how did it influence the economic, social, political, and cultural climate of the time period?

All of these questions will help you to build the story of your topic and grasp the historical significance. This will also help you begin thinking about your thesis.

**Develop a Thesis Statement**

NHD projects should do more than just tell a story. Every exhibit, performance, documentary, paper and website should make a point about its topic.
To do this, you must develop your own argument of the historical impact of the person, event, pattern or idea you are studying. The point you make is called a thesis statement. A thesis statement is not the same as a topic. Your thesis statement explains what you believe to be the impact and significance of your topic in history. Example:

**Topic:** Battle of Gettysburg

**Thesis Statement:** The battle of Gettysburg was a major turning point of the Civil War. It turned the tide of the war from the South to the North, pushing back Lee’s army that would never fight again on Northern soil and bringing confidence to the Union army.

**Process Paper Draft:**

PROCESS PAPERS AND ANNOTATED BIBLIOGRAPHIES Your Process Paper and Annotated Bibliography are important parts of the judging process. These are the first thing that judges read, so you don’t want to save this part of your History Day project until the last minute. The written materials include three parts:

1. **TITLE PAGE**
   1. Title of Project
   2. Student Name(s)
   3. Age Division and Entry Category
   4. Number of words in Process Paper Exhibits Only; Number of Student Composed Words in Exhibit
   5. DO NOT include your grade, school name or teacher name!

2. **PROCESS PAPER (500 words, 4-5 Paragraphs)**
   1. How did you get the idea for this topic?
   2. Where did you go for your research? What types of sources (newspapers, documents, interviews, etc.) did you use?
   3. How has your understanding of this topic changed as you have worked on your research?
   4. How did you put your presentation together? What skills did you learn?
   5. How does your topic relate to the theme “Exploration, Encounter, Exchange in History” Why is this topic important in history?

**Field Trip Ideas:** WPUNJ Library for research