

High Quality Work Exhibit

National History Day:

An Expedition to the Past

Capital City Public Charter School - High School
World History I and II
Teachers: Leslie Welsh and Laura Moye

OVERVIEW

Task Description: National History Day

World History I and II (9th and 10th grades)

Main Task:

You will research a historical topic and create a product to educate others about it.

Steps:

1. You will select a topic that relates both to your history class period and unit and the annual NHD theme.
2. You will conduct research on your topic, finding multiple scholarly sources
3. You will create a thesis statement about the topic
4. You will find, select and use evidence and reasoning to prove your thesis
5. You will create an accurate, balanced and logically organized product
6. You will evaluate the historical significance of your topic
7. You will use correct mechanics and cite evidence in MLA format
8. You will make revisions on drafts and produce a well-crafted, attractive product
9. You will reflect on your process and learning
10. You will present your product to a panel of judges from the community

Product Format Options:

1. An exhibit (e.g. a trifold board)
2. A website (you must use Weebly)
3. A paper
4. A performance (e.g. a play)
5. A documentary (using WeVideo)

Teams vs. Individuals:

- You may work independently, in a pair or group of three.
- Teams: each person will practice all of the learning targets, even if your final product does not use each of each person's work.

Progression from World History I to II:

<i>TASK/ITEM</i>	<i>WHI (9th Grade)</i>	<i>WHII (10th Grade)</i>
Project template	Hardcopy: booklet of worksheets	Electronic: slides with less scaffolding
Research questions	Provided by teacher	Students create
Research	5 sources (Gen) / 3 (INC) / 7 (Hon)	20 (Gen) / 10 (INC)
Capturing information and evidence	Used directly on product worksheets	Fill out note cards
Bibliography	Bibliography (Gen/INC)	Bibliography (Gen/INC) / Annotated Bibliography (H)
Process Paper	Honors only	All write

Elements of High Quality Work

Authenticity:

The NHD product is a form of public history. It is intended to be shown to and understood by ordinary people. The product forms are accessible and engaging to ordinary people. The projects take students through the essential steps real-world historians follow in their work. These steps are used again and again as students matriculate up through the eleventh and twelfth grades, taking on complex projects such as the Food Justice Expedition and Senior Expedition. Students present their product to a panel of three judges from our community. Students from various grades also come through the gym to look at the projects and some projects are used in class as teaching tools.

Craftsmanship:

There are at least two levels of craftsmanship: quality of argument (thinking) and quality of the product (expression). The argument involves several research and writing skills. The product involves polishing grammar and care in assembling the product itself.

Complexity:

To create a successful product, there are many steps involved with a high degree of critical thinking. Each step builds on the previous steps. For example, a solid thesis is an important step from which the subtopics can take form. A challenge for students is to go beyond a simple "book report" type of project that recounts basic facts about a topic. Projects should include an investigation of sources, the creation of an argument with supporting evidence and a reflection about historical and contemporary significance.

NHD Learning Targets

(World History II)

<i>Learning Target</i>	<i>Task/Assignment</i>
HIST-RES-1: I can build background knowledge on a research topic.	Initial background research on topic
HIST-RES-6: I can identify keywords for productive researching	Practice with research examples Use in finding sources
HIST-RES-7: I can gather relevant information from multiple authoritative print and digital sources.	Finding required set of sources Tool: source log (Google Sheets)
HIST-RES-8: I can take notes and organize them in a useful way, using graphic organizers as needed.	Making note cards with basic information and evidence
HIST-WRITE-5: I can create a thesis statement that makes a precise, knowledgeable claim in response to a research question.	Create thesis
HIST-WRITE-9: I can use relevant and convincing evidence to support each of my claims.	Writing the three subtopic sections
HIST-SIG-2 - I can determine the historical significance of a topic of study.	Introduction and conclusion
I can create a logically organized project	Overall project
I can create an accurate and balanced product	Overall project
ENG.L.9-10.2.e: I can apply standard accepted conventions for punctuation and capitalization.	All writing
ENG.L9-12.3a: I can write and edit work so that it conforms to the guidelines appropriate for the discipline and writing type, including MLA or APA citations and formatting.	Three subtopic sections Bibliography
HOM3: I can communicate the process, content, and skills in my learning and represent my thinking using many different formats	Process Paper
HIST-SIG-7: I can evaluate how people in the past used their agency (WH2 course focus)	Process Paper

Note: HIST prefixes relate to the history department's shared bank of LTs and ENG relates to the English department's.

Habits of Work

- I can submit work on time
- I can create high quality work that pays careful attention to neatness, detail, accuracy and professionalism

Modifications

(World History II)

<i>TASK</i>	<i>GENERAL</i>	<i>INCLUSION</i>	<i>HONORS</i>
Topic selection	Choose from any topic on the list (or propose a different topic)	Guidance toward topics on the list for which there are more sources and sources available at a lower lexile	
Required # of sources	20 (at least 1 book)	10	-At least 3 must be books -An interview with an expert is required
Sources	Find all independently	Starter article with questions provided	Support finding an expert
Note cards		(smaller number required as there is a smaller source list)	
Introduction section		Specific questions to guide paragraph writing	
Conclusion section		Specific questions to guide paragraph writing	
Subtopics		Specific questions to guide paragraphs as needed	
<All task templates>	Some = electronic; some = printed	Provided as printed worksheet if needed	