

OAKWOOD JUNIOR/SENIOR HIGH: HISTORY ON DISPLAY

History on Display

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Using the National History Day competition as a culminating project, students will study a theme in history and create a product that draws conclusions. Student will learn about historical research; accessing primary and secondary sources; creating research papers, documentaries, exhibits, websites, and/or performances; and visual design. This course is open only to those students identified as gifted (in any domain of giftedness).

Explanation of Abbreviations:

Example for Ohio Standards

8.H.A.1

8 = Grade Level

H = Standard

A = Benchmark

1 = Grade Level Indicator

Academic Content Standards K-12 Social Studies Abbreviations

H = History

G = Geography

SSSM = Social Studies Skills and Methods

Academic Content Standards K-12 Library Abbreviations

IL = Information Literacy

Academic Content Standards K-12 English Language Arts Abbreviations

RA:ITPT = Reading Applications: Informational, Technical and Persuasive Text

WP = Writing Processes

R = Research

C:OV = Communication: Oral and Visual

Academic Content Standards K-12 Technology Abbreviations

TCA = Technology and Communication Applications

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Research Skills

1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event (8.SSSM.A.1)
2. Develop open-ended research questions about a defined information need (7.IL.E.1)
3. Compare and contrast different sources of information, including books, magazines, newspapers, and online resources, to draw conclusions about a topic (7.RA:ITPT.E.3)
4. Take notes, organize information into logical sequence and create a draft product (e.g., report, research paper, presentation) (8.IL.E.10)
5. Construct a historical narrative using primary and secondary sources (8.SSSM.C.2)
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing (8.WP.F.6).
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited) (7.R.D.7)
8. Write a position paper or give an oral presentation that includes citation of sources (8.SSSM.C.3)
9. Select events and construct a multiple-tier time line to show relationships among events (8.H.A.1)
10. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values (7.SSSM.B.1)
11. Compare multiple sources (e.g., online encyclopedia, Web site, online magazine database, print source) to check accuracy of information (7.IL.D.3)
12. Chart information gathered from multiple sources to determine facts to be used in a project (7.IL.D.5)
13. Compile and organize the important information and select appropriate sources to support central ideas, concepts, and themes (8.R.C.5)

Exhibit Design

1. Determine the quality of visual objects (e.g., photographs, artifacts, excerpts, maps, artwork) and their arrangement

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2. Examine the relationship between and among visual objects
3. Understand how words and captions support visual objects
4. On a map, identify places related to the historical events being studied and explain their significance (7.G.A.2)

Cooperative Skills

1. Establish guidelines, rules and time lines for group work (7.SSSM.D.3)
2. Understand and provide constructive feedback
3. Organize and lead a discussion (8.SSSD.D.4)

Presentation Skills

1. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question (7.R.E.8)
2. Deliver informational presentations (e.g., expository, research) that: demonstrate an understanding of the topic and present events or ideas in a logical sequence; support the controlling idea or theseis with well-chosen and relevant facts, details, examples, quotations, statistics, stories, and anecdotes; include an effective introduction and conclusion and use a consistent organizational structure (e.g. cause-effect, compare-contrast, problem-solution); use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and draw from multiple sources and identify sources used (7.C:OV.E.8)
3. Maintain appropriate eye contact and posture during public presentations
4. Select an appropriate communications tool to obtain and share information (8.TCA.C.3)
5. Reconstruct messages with different communication tools and determine if the tool changes the meaning of the message (8.TCA.A.4)
6. Evaluate information product based on content and audience (e.g., Did the information communicate the intended message to the correct audience?) (8.TCA.B.3)