

Unit Title: History Day Initial Research

Grade Level: (example: 9, 10, 11, 12 or 7-8) 11th grade

Subject Area: (example: Science, Physics; English, Short Stories) Co-taught U.S. History

Duration/Length/Number of class periods: (example: 5 class periods) 5 classes

Description:

After choosing their topic for History Day and creating their research questions, students will research their topic using primary and secondary sources. They must evaluate the credibility of their source and corroborate information across the sources. They will need to share their information digitally since they are working in collaborative groups for the whole quarter. They should also record their information using the format of Cornell Notes.

Established Goals (National, State, Local):

9.4.4.2.1 Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings

WIDA Standard 5 – Language of Social Studies

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

What Enduring Understandings are desired?

- Interpreting and analyzing research results will answer a variety of questions.
- The research process requires the use of a variety of resources to ensure validity.
- Information can be acquired from various sources.

What Essential Questions will be considered?

How do sources provide evidence to support a thesis?

Students will know / be able to:

Research their History Day thesis using a database to find and analyze primary and secondary sources.

| Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i> | Fo r m a t i v e | Su m m a t i v e | Int ro d u c t o r y A c t i v i t y | Lea r n i n g A c t i v i t y | Stu de nt T e c h n o l o g y U s e d | Tea c h e r T e c h n o l o g y U s e d | I S T E S t a n d a r d s |
|---|---------------------------------------|---------------------------------------|--|--|---|---|---|
| Day 1 | | | | | | | |
| Warm Up: Schoology assessment about using Google Suite | x | | | | x | | 6A, 6B, 6C |
| Create and share digital folders to organize materials (Screencast video with step by step process) | | | x | | x | x | 6A, 6B, 6C |
| Formative assessment of students' Google Suite manipulation skills | x | | | | | | |
| Day 2 | | | | | | | |
| Primary vs. Secondary Sources Lesson (Primary vs. Secondary Source Nearpod) | | | x | | x | x | 2A |
| Primary vs. Secondary Sources word sort | x | | | | | | |
| Modeled example of secondary source recording of notes (Eric) (we do) | x | | | | | | |
| Day 3 | | | | | | | |
| Warm Up: Kahoot about Primary vs. Secondary Sources | | | x | | x | x | 1A |
| Britannica School exploration checklist (Screencast Video how-to) | | | | x | x | x | 6A 6B 6C |
| Exit ticket: Report comfort level with Britannica School with Schoology poll | x | | | | x | x | 2A |
| Day 4 | | | | | | | |
| Warm Up: Mentimeter of noticings/wonderings about Britannica School | x | | x | | x | | 2A |
| Research History Day basics using Encyclopedia Britannica and Cornell notes in Google Drive | | | | x | x | | 3B, 3C |
| Exit Ticket: Report progress using Schoology poll | | | | | x | | 2A |
| Day 5 | | | | | | | |

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|---|---|---|---|---|--|--|
| Warm Up: Example of Cornell notes processing annotation (What do you notice?) | | | x | | | |
| Annotate History Day cornell notes in another color | | | | x | | |
| Pair/share of History Day cornell notes | | | | x | | |
| Exit ticket: Divide and report cornell notes assignments (Google Form) | x | | | | | |
| Coming days... submit Cornell notes taken off of Encyclopedia School with self/peer annotations and summary | | x | | | | |

Materials, tools and resources:

- iPads
- Screencast (or similar extension)
- Schoology
- Google Drive
- Mentimeter
- Kahoot
- Nearpod

Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)

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Additional credit given to