

ON LINE REPLICATION KIT FORMAT



**Encountering the Passion of History:
A National History Day Project**

2003-04

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1. Description of Primary Learners: Middle School Students (grade 8)
mentored by High School Students

- | | |
|--|--|
| <input type="checkbox"/> Early Learners | <input checked="" type="checkbox"/> High Schools |
| <input type="checkbox"/> Primary Schools | <input type="checkbox"/> Young Adults |
| <input type="checkbox"/> Upper Elementary | <input type="checkbox"/> Adult Learners |
| <input checked="" type="checkbox"/> Middle Schools | <input type="checkbox"/> Intergenerational |

2. Subject/Topical Areas of Inquiry: History, Social Studies & Mentoring

- | | |
|--|---|
| <input type="checkbox"/> Science/Technology | <input type="checkbox"/> Daily Life Skills |
| <input checked="" type="checkbox"/> Social Sciences | <input type="checkbox"/> Business/Economics |
| <input checked="" type="checkbox"/> Arts/Humanities | <input checked="" type="checkbox"/> Local Community |
| <input checked="" type="checkbox"/> Personal Development | <input type="checkbox"/> Home, Garden, Auto |

3. Library Resources/Media Formats Used: Books, Online Databases,
Primary Resources

- | | |
|--|--|
| <input checked="" type="checkbox"/> Reference Books | <input checked="" type="checkbox"/> Databases |
| <input checked="" type="checkbox"/> Periodicals | <input checked="" type="checkbox"/> Collections |
| <input checked="" type="checkbox"/> Web Sites | <input checked="" type="checkbox"/> Videos, Art Forms |
| <input checked="" type="checkbox"/> Production Tools | <input checked="" type="checkbox"/> Production Equipment |

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**Encountering the Passion of History:
A National History Day Project**

Program Description: This is a 9-month experience for eighth grade students and their mentors that begins by setting a learning context through research activities at their school, local university and State Historical Society.

The experience includes field trips that show students how archivists work, and to illustrate the qualities of effective museum displays. They learn to identify experts on their topic and develop interview skills. They become adept at locating primary and secondary sources and constructing an annotated bibliography.

The experience concludes with the presentation of their projects to the school and to National History Day judges, during which the eighth grade students and their mentors demonstrate proficiency with the real-world application of their knowledge products.

Program Benefits: This program enables learners to prepare entries for the National History Day competition while developing critical thinking and problem-solving skills. The high school mentors acquire coaching techniques and reinforce their own research skills while performing community service.

Past participants have valued the program because they developed increased confidence and improved leadership skills from the mentoring experience. The eighth grade students enjoyed becoming “experts” on their topic and experience pride in the presentation of their work to their school community and to competition judges. Participants become historians who do history rather than just read about history in textbooks.

The Roles the Librarian Plays:

- Information Specialist
- Partner to Teachers/Instructors/Subject Experts
- Program Advocate and Administrator

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LEARNING OBJECTIVES FOR PRIMARY LEARNERS

Learning Dimension	Content Objectives	Information Literacy Objectives
<p>Concepts: Students understand:</p> <ul style="list-style-type: none"> How to prepare an entry for the NHD contest. <p>The mentors understand:</p> <ul style="list-style-type: none"> How to coach and draw out potential in others. 	Lang. Arts Std. 4 Formulate clear research question	<p>ILS 1 Accesses information ILS 2 Evaluates information</p>
<p>Practices: The students use:</p> <ul style="list-style-type: none"> Primary and secondary resources for research. An expert on their topic to expand their knowledge. <p>The mentors use:</p> <ul style="list-style-type: none"> Coaching techniques and leadership skills in guiding students. The KM Wave to conduct active questioning and to deliver candid feedback without criticism. The potential of each individual to the best of his/her abilities. 	<p>S.S. Std 1 Historical knowledge & chronological thinking, research capability. Use of primary & secondary sources</p> <p>S.S. Std 3 Compare competing historical narratives. Hold interpretations of history as tentative. Evaluate major debates among historians. Obtain historical data.</p>	<p>ILS 1 Accesses information ILS 2 Evaluates information ILS 6 Generates knowledge ILS 9 Shares and collaborates</p>
<p>States of Being: The students believe:</p> <ul style="list-style-type: none"> History is an interesting and important part of our daily life. History is fun. <p>The mentors believe:</p> <ul style="list-style-type: none"> In themselves and have confidence that they can use their leadership skills to help others. 	Lang. Arts Std. 7 Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience. Listening & speaking skills	<p>ILS 1 Accesses information ILS 2 Evaluates information ILS 6 Generates knowledge</p>

These objectives correlate with established State standards. For additional standards see the National History Day website, <http://www.nationalhistoryday.org>

ON LINE REPLICATION KIT FORMAT

TOOL KIT 1: INSTRUCTIONAL GUIDE

This is a guide for the **librarian, teacher, and/or subject expert** to follow when replicating the program.

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4.1 Research Summary

Before embarking on this project, visit this site to gain information and get useful resources.

National History Day Website
<http://www.nationalhistoryday.org>



The National History Day website includes the contest rule book and entry requirements. In addition, it has educational standards, ideas for implementation, and rules for judging entries. It provides students with a “research roadmap” for their history day topic. Use this website to thoroughly familiarize yourself with the program.

Areas of Note:

- NHD Contest – This link describes the contest and the requirements for entries.
- Educator’s Lounge – This area provides resource materials, workshops, and other opportunities for professional development. NHD assists teachers in meeting state and national educational standards.
- Parent’s Page – Parents can learn important information about their role in NHD. The link provides information about why NHD participation is important for their child.

The National History Day program has all the components of the Knowledge Management Wave, and the NHD website mirrors this as well. It is particularly strong in Critique & Reflection, since students must think deeply about their research. The knowledge products that are created as a result of NHD have impact far beyond the competition. In the twenty-five years since its inception, NHD has provided students with a way to experience history as being alive.

Helpful Hints:

Focus on the learning process, not the competition. More students participating in NHD means that more kids will have the chance to practice critical thinking skills.

Potential Pitfalls:

This site is a wonderful source of information on the national competition. However, for local information, contact the State History Coordinator at your local historical society.

4.2 CHOOSING PARTNERS

School Partners:

Choose enthusiastic partners who are comfortable with the idea of collaboration. Partners can include teachers, other library media specialists, administrators and parents.

Partners in the Community:

It is useful to select partners who can provide your students with resources outside the classroom. Contact your local historical society, state museum, or archives. These facilities generally have education staff members who will work with you to design instruction. They also have libraries that house unique collections. Contact local university libraries. Their reference librarians can provide important keys to unlock the past for your students.

Helpful Hints:

When making arrangements with community partners make your expectations understandable. They do not work in a school environment and may not be aware of students' needs. Make sure you communicate clearly and frequently.

Potential Pitfalls:

If you make a poor choice in a partner, you might need to cut your losses quickly. One choice you have is to salvage what you can and move on to select another partner. The change may mean some scrambling and some momentary stress. However, this is minute compared to the effort of covering your responsibilities as well as your partner's responsibilities throughout the duration of the project.

4.3 SOLICITING MENTORS



The Oxford English Dictionary tells us that the word *mentor* comes from the ancient Greek. Homer uses this word to refer to Athena, who was a mentor of Telemachus, from the *Odyssey*. Odysseus left this “wise and trusted counselor” in charge of his son during his journeys. Aspiring mentors may not have the “wise and trusted” part of the equation mastered. However, once the project is completed, they will have had major movement toward that goal.

For the program to be a success care must be used in the selection of mentors. The mentor need not having coaching experience, but it is essential that they have experience with research skills. They should also possess a love of learning and desire to help others. Solicit suggestions from faculty members, including guidance counselors and media specialists.

Helpful Hints:

If the mentors are in different schools from the students they coach, look for ways of making the distance manageable for both. Choose schools in the same neighborhood, or in the case of K-8 schools, eighth grade students could mentor 4th-6th grade students. Many high school students would be willing to drive a short distance after school to meet with their students.

Potential Pitfalls:

Even if schools are in close proximity, differences in school calendars and activities can make after school meetings a challenge to schedule. Carefully review the time commitment with the mentors so they can manage their time more effectively.

4.3.1
TRAINING MENTORS
Activity

LEARNING OBJECTIVES

The Mentor Understands:

1. The time commitment involved with the project.
2. The qualities of a good mentor:
Giving feedback in a positive manner, how to use redirection, how to be flexible and ready to help students at different stages of completion

Practices: The Mentor draws on his own knowledge and background to visualize the responsibilities of being a mentor.

The Mentor Believes:

1. National History Day is a worthwhile research model
2. They possess skills that will be useful to students

Materials:

Flip chart and markers
NHD booklets (available from State Coordinator for NHD)
Computer and media projector
PowerPoint presentation: *Mentorship 101* (file accompanies this kit)

Time: 45 minutes Understanding National History Day
45 minutes Mentorship Training

There are two components to training the mentors. The first involves introducing the National History Day experience to them. This training will help them guide a student to brainstorm possible topics that fit with the theme for the year. They must leverage their research skills, understand how to write an effective thesis statement and ultimately how to create a project. The second component is Mentorship Training. Brainstorm with the students what they wish to gain from the mentorship experience. Record and discuss observations on the flip chart. Follow up with PowerPoint presentation, "*Mentorship 101*".

Helpful Hints:

Although mentors have a primary relationship with one student, they must be able to adjust to working with different students. Middle School students are dependant upon their parents to set their schedule. They might be required to attend a younger sibling's soccer game, for example. A mentor must be flexible since they may need to work with different students.

Potential Pitfalls:

Look for students who are busy, but not over committed. If a mentor is experiencing stress, they will be of little help to their students.

4.3.2 PAIRING MENTORS & STUDENTS

There are a number of factors to consider when pairing students and mentors.

- Area of interest – Mentors who have a common research interest with their mentee can help consider the finer points of refining research and thesis statements.
- Category of entry – A student who is preparing a video documentary will appreciate the assistance of a mentor with experience in video editing. Likewise, a mentor with drama experience can effectively coach a student in the performance category.
- Schedule – Mentors and students may want at some point to meet together during the school day. If the students have a lunch period or study hall time in common they can more easily meet.

Helpful Hints:

If you don't know the students and mentors well, talk to teachers to discover their learning styles and personalities.

Potential Pitfalls:

If you see that a partnership is not working, make a change immediately. Don't wait till hard feelings develop, or they wonder which one of them "failed". Continually monitor the working relationships between mentor and student. The success of your program depends on both groups happily achieving their goals.

4.4 HOSTING A PARENT & STUDENT MEETING

Steps

- Estimate the number of parents and students attending
- Select a location
- Plan for food
- Invite a speaker with NHD experience
- Draft a letter – see sample (page 6.1.1)
- Write Thank You Note to speaker

Meeting Time:

- No more than 60 minutes.

Agenda:

- Distribute Parent Questionnaire (page 6.4.5)
- Distribute Timeline (page 6.3)
- Introduction
- Speaker
- Introduce Mentors and have them speak about NHD
- Collect survey



Helpful Hints:

Introduce the mentors at the meeting. Parents appreciate the idea that their child will receive individual attention as a result of this program. If the mentors have previously entered National History Day, have him or her tell about their experience and how they benefited from it.

Invite the State History Day coordinator to speak (contact your state historical society), or someone with National History Day experience. Emphasize how the skills learned through this program will benefit students in high school, later, in college, and also in future careers.

Potential Pitfalls:

Don't make the program sound like one for only gifted students. Students of all abilities can create a project for history day.

4.5
INTRODUCING NATIONAL HISTORY DAY TO THE CLASSROOM
Activity

Objectives

1. To introduce the idea of History Fair.
2. To remind students of the elements of research in history.
3. To raise students' consciousness about family, local, and community history.

Materials

One sheet of paper per student.
Classroom setting to facilitate discussion.

Time: 50 minutes

Procedures

1. Prepare questions, one for each student, on separate sheets of 8 1/2 x 11 paper.
2. Make a few introductory remarks about the exercise; offer a few guidelines regarding behavior and procedure during the exercise (appropriate written responses, quick, off the top of your head phrases in response, pass when time is called, etc.).
3. Distribute one problem to each student. Ask students to make a response to the problem. Give students 1-3 minutes to respond.
4. Determine the route, which you will use to pass the papers after each round. When the time is up, direct the students to pass their problem in this pre-determined fashion. Announce that they will have a minute to respond to this question.
5. Pass the papers one more time. Ask the students to review all the answers on the paper in front of them and summarize the responses or choose the best response. Ask them to respond orally.

Evaluation

This procedure permits students to think about the nature of the research they will be doing, to be reminded of the terms and elements of doing history, to be exposed to the kind of things they will be doing in their History Day projects. Student responses, student summaries, ancillary discussion that develops based upon those answers are ways to assess student understanding. Students will then be ready to examine any History Day handouts or materials that you wish to distribute and to begin the process of preparing their projects.

SAMPLE QUESTIONS:

1. Give an example of a secondary source.
2. Give an example of a primary source.
3. Give an example of a topic you might research that relates communication and history. (2005 theme is "*Communication in History*")
4. List a topic you might research on family history.
5. List a source of information that you might consult to do your research.
6. How do you determine that your research has been well done?
7. Name one way you could gather data from a source of information.
8. How could a personal interview be as valuable a source of information as a document or a textbook?
9. Why is a photograph an important historical document?
10. Why is a bibliography an important part of research?
11. Why do people think history is boring?
12. What clues could you use to identify that your parents were born and grew up in a different era?
13. What three words come to mind when you think about research?
14. Have you ever kept a diary or journal? How can this be an historical document?
15. What is your favorite family story? Give a one-sentence summary of this story. How did you learn about it?
16. Name a hero or famous person in your family's history.
17. Describe your favorite project that you created. Why were you successful? What did you like about it?
18. List a topic you might research on Indianapolis history.
19. List a topic you might research on Indiana history.
20. Give a word that describes how you felt about taking history this year.
21. What is your favorite place in your neighborhood or community? Why?

SAMPLE QUESTIONS, CONT.

22. From what country did your family originate? Why did they come to this country? Is this story like other families' stories?
23. Name one way you could tell a story besides writing it down.
24. Draw a picture or symbol that represents your idea of an historian.
25. How is research like a can-opener?
26. How can a building tell a story?
27. How are newspapers and encyclopedias alike? How are they different?

4.5.2

28. What jobs involve doing research?
29. Name a famous researcher.
30. What makes one source of information better than another?

Adapted from Chicago Metro History Education Center, Classroom Activities,
http://www.uic.edu/orgs/cmhec/1_class_activities.html
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Helpful Hints:

If time permits, you can pass the papers so that every student has a chance to answer all the questions.

4.6 DOCUMENT ANALYSIS

Activity

Comparing Primary Resources

Objectives:

- To illustrate the difference between primary and secondary resources.
- To understand the wide array of primary resources available.
- To have students think more critically about the research process.
- To understand how primary resources give us clues about the past.

Materials:

- Copies of primary resources from different categories.
- Document analysis forms. (page 5.1-5.1.2)
- Flip chart or white board
- Meet in library or areas with tables where students can spread materials out

Time: 50 minutes

Procedure:

- Divide students into groups, or if using mentors, have students pair with their mentor.
- Give a primary resource to each group.
- Have students read and analyze documents and complete worksheet.
- Bring all the students together and have each group talk about their document.
- Divide flip chart into document types. Capture student observations about documents.
- Have students compare and contrast documents.

This activity will give students a more personal view of history. A thorough understanding of primary resources is important before students begin their own research. Student discussion, observation and conclusions are methods to determine student understanding.

Adapted from The National Archives and Records Administration, Washington, DC 20408.
Page URL: http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/document.html
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4.6.1
WEBSITE EVALUATION
Activity

Objectives:

Participants will understand the differences between effective web pages and ineffective ones.

Participants will learn a method of testing the usefulness of a web page.

Participants will gain experience with primary resources on the web.

Materials:

Computer lab setting. One computer per student/mentor team.

List of primary resources on the web. (page 5.2.1-5.2.4)

Website Evaluation form. (page 5.2)

Time: 50 minutes

Demonstrate the difference between a good web page and one that has inaccurate, or unreliable information. Use this comparison to show the location of web page components. Have all students visit one site together and work through the questions on the website evaluation form out loud. Assign each pair two web pages to evaluate. Share results.

Helpful Hints:

This is a good time to show students how to properly cite a web page. It is also useful to discuss plagiarism, and how to ask permission to use information from a site.

Potential Pitfalls:

Have several backup sites to use for the demonstration at the beginning of the activity. Web pages often change location, or are frequently removed from the Internet. If you encounter a web page that cannot be found, use it as a teachable moment. Ask the students how they might use problem-solving skills to find the new location of the page.

4.7
OFFSITE LEARNING EXPERIENCES

Some suggested field trips:

Indiana Historical Society –

Meet with the state coordinator for NHD. Have students work with mentors to do research in the IHS Library. The library is a true research facility. Students will be required to lock all belongings in a locker before entering the library. Students will be cautioned to use care in the handling of rare documents and photos. The library has an excellent collection of Indiana materials and the research staff is helpful and welcoming to students.

IUPUI University Library-

Visit with Robin Crumrin, in the Digital Collections Division. Have students discover firsthand how a document is scanned into digital format. The students have previously researched primary resources on the web. This experience allows them to see the other side of the research process.

If time permits, allow students to experience doing research in a university library. It is essential to have the mentors along on the trip, so students won't be turned loose in a large library.

Indiana State Museum-

Have students visit the exhibits to learn the qualities that make an effective display.

Pre-visit activity:

What Make a Good Exhibit?

Materials:

Exhibiting Histories article (PDF file, [*exhibiting his*](#), accompanies this kit)

Sample exhibit or display

Museum Observation form (page 5.3-5.3.1)

Time: 50 minutes

Procedure:

Depending upon the age and sophistication of the group you are working with, use the article, "*Exhibiting Histories*". Have the students brainstorm about museums they have visited. How did the display they saw represent culture or history? What perspective was used to get the message across?

Bring a poster board exhibit to a meeting and have students work with their mentors to evaluate the display using the Museum Observation Form. Follow up the activity with a field trip to a museum. Send the students and mentors out in small groups to evaluate predetermined exhibits. Have them use the Museum Observation form. Reconvene the large group before departing the museum to discuss findings.

Exhibiting Histories, courtesy of University of Victoria. Used with permission.

4.8
CONSTRUCTING THESIS STATEMENTS
Activity

Objectives:

Students will understand the process of constructing a thesis statement.
Students will practice constructing their own thesis statement.
Students will demonstrate their skill by group editing other thesis statements.

Materials:

Developing Research Questions handout (page 5.4)
Note card for each student
Overhead projector, pens and transparencies
Classroom setting

Time: 50 minutes – overhead practice
50 minutes – small group work

Procedure:

Discuss the handout Developing Research Questions in class. Practice construction of thesis statements using the overhead projector. Each student will write first draft of a thesis statement on a note card. Collect note cards.

Next session...

Using adults who have experience construction good thesis statements, divide into small groups. Distribute note cards with written thesis statements. Have the adult leaders review the Developing Research Questions handout with their respective groups. The small group will then edit each thesis statement. Each student will compose a final draft of a thesis statement on a note card.

Helpful Hints:

Small groups of 4 or 5 students work well for this activity. A larger group changes the dynamic and will also require more time.

Potential Pitfalls:

Mentors may be included in the small group activity. However, they should not be assigned the role of leader. Student mentors may not feel confident about their ability to lead others in construction thesis statements.

4.9 IDENTIFYING TOPIC EXPERTS

At this point students will have done some preliminary research and constructed a thesis statement. Is it time for the students to think about potential experts on their topic that they can interview. Have the mentors work with the students to see what author's or individual's names surface during the research process. Have the students tap all possible resources for suggested experts, including librarians, teachers, parents, community members, relatives and family friends. Once they identify who they would like to interview, have them construct a list of questions to ask.

Here are the questions I want to know about my topic:
Mentors can help students edit this list.

Contacting the experts:

Contact can be made in person, by email, by phone, and even via distance learning. Addresses and phone numbers can often be found in books and on the Internet. Instruct the student on proper etiquette to use when making contact. On the initial contact, a student should ask politely for an appointment to conduct the interview and provide a list of the questions to be answered. A famous person will often talk to a student, whereas they would refuse contact with an adult. They often are willing to help a student who has a clear list of questions and who has serious research.

Helpful Hints:

Have students to make their initial contact at school where you can provide encouragement. Students may be shy about contacting an adult, or fear their rejection.

Potential Pitfalls:

If the student is conducting the interview in person, have them practice with audio or video recording equipment. Make sure they know proper equipment operation. They should rehearse by interviewing a family member, or their mentor.

4.9.1
PROJECT PREPARATION
Activity

How Am I Doing?

Objectives:

Materials:

How Am I Doing? Worksheets (page 5.5-5.5.4)

Judging Forms (on NHD website, see Research summary, page 4.1)

Time: 30 minutes for How Am I Doing?

20 minutes for each individual presentation

Procedure:

Students will be at varying stages of project completion. Have their mentors help them complete the How Am I Doing inventory. This process will help them construct a concrete timeline for the finishing stages of their project.

Later...

When the project is near completion, use the judging forms to evaluate. Have the students present their projects to each other, and in front of an evaluation panel. Have them incorporate enhancements to their projects.

Helpful Hints:

Consider using teachers, librarians, students, and mentors on the evaluation panel. It is useful for the students to gain experience evaluating the work of their peers.

Potential Pitfalls:

Use caution when selecting outside evaluators. Counsel evaluators to give constructive advice without criticizing. Have the mentors speak to them about good mentorship qualities.

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TOOL KIT 2: LEARNERS' MATERIALS

This is the collection of materials that may be reprinted for distribution to the learners in your program.

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5.1

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May 25, 2004

Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3. DATE(S) OF

DOCUMENT: _____

4. AUTHOR (OR CREATOR) OF THE

DOCUMENT: _____

POSITION (TITLE): _____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the U. S. at the time it was written:

E. Write a question to the author that is left unanswered by the document:

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Photo Analysis Worksheet

Photo Analysis Worksheet

Step 1. Observation

A.

Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

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Poster Analysis Worksheet

1. What are the main colors used in the poster?

2. What symbols (if any) are used in the poster?

3. If a symbol is used, is it
 - a. clear (easy to interpret)? _____
 - b. memorable? _____
 - c. dramatic? _____
4. Are the messages in the poster primarily visual, verbal, or both?

5. Who do you think is the intended audience for the poster?

6. What does the Government hope the audience will do?

7. What Government purpose(s) is served by the poster?

8. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster?

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Page URL: http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/document.html
U.S. National Archives & Records Administration
700 Pennsylvania Avenue NW, Washington, DC 20408 • 1-86-NARA-NARA • 1-866-272-6272

5.2

Website Evaluation

URL of Web page: http://_____

Web page name: _____

Is the page signed by the author? YES / NO

Is the author's e-mail address included? YES / NO

Is there a date of last update? YES / NO

If so, is the date current? YES / NO

Is the purpose of the page indicated on the home page? YES / NO

Did the information lead you to other sources that were useful? YES / NO

Is a bibliography of print sources included? YES / NO

Does the information appear biased? YES / NO

Does the information contradict something you found somewhere else? YES / NO

Who created the page? _____

What organization is the person affiliated with? _____

Does the domain (i.e. edu, com, gov) of the page influence your evaluation of the site?

YES / NO

Are you positive that the information is true? YES / NO

Narrative Evaluation

Looking at all of the data you have collected above while evaluating the site, explain why or why not this site is (or is not) valid for your purpose. Include the aspects of technical content, authenticity, authority, bias, and subject content.

5.2.1

U.S. & WORLD HISTORY

AMDOCS: Documents for the Study of American History - More than 200 historical documents, organized by chronological period. Maintained at the University of Kansas.

http://www.ukans.edu/carrie/docs/amdocs_index.html

American Hypertexts - Many classic texts in U.S. history, including *The Education of Henry Adams*, *Letters from an American Farmer* (Hector St. Jean de Crevecoeur), and *Notes on the State of Virginia* (Thomas Jefferson). A project of the University of Virginia.

<http://xroads.virginia.edu/~HYPER/hypertex.html>

Atlantic Monthly Unbound: Flashbacks - Collections of articles printed in *Atlantic Monthly* since its founding, grouped around topics and linked to current event information.

<http://www.theatlantic.com/atlantic/atlweb/flshindx.htm>

Avalon Project at Yale Law School: Documents in Law, History, and Diplomacy - Documents in U.S. history from the 18th century through the 20th century.

<http://www.yale.edu/lawweb/avalon/avalon.htm>

Basic Readings in U.S. Democracy - Seminal documents in U.S. political history. Prepared by Melvin I. Urofsky and published by the United States Information Agency.

<http://www.civnet.org/resources/teach/basic/contents.htm>

A Chronology of U.S. Historical Documents - "Classic" political documents, some presidential state of the union addresses, and many presidential inaugural addresses. Maintained at the University of Oklahoma Law Center.

<http://www.law.ou.edu/ushist.html>

Civnet Resources: Great Documents - Roosevelt's "Four Freedoms" speech, the Universal Declaration of Human Rights, King's "Letter from Birmingham Jail," and more important documents in U.S. history.

<http://www.civnet.org/resoures/greatdoc.htm>

Documenting the American South - Primary sources on Southern history, literature, and culture from the colonial period through 1920. From the University of North Carolina.

<http://metalab.unc.edu/docsouth/dasmain.html>

Source: Indiana Historical Society, Office of The State History Day Coordinator.
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5.2.2

The Documents Room· Features a full-text electronics library of source documents about the Catholic Church, the United Nations, Europe, world constitutions, and much more.

http://www.kuhttp.cc.ukans.edu/carrie/docs_main.html

Douglass Archives of American Public Addresses · More than 75 brief articles, speeches, and documents by people ranging from Jane Addams to Theodore Roosevelt to Huey Newton. Maintained at Northwestern University.

<http://douglass.speech.nwu.edu/>

Duke University Special Collections Library· Presents digitized collections from Duke University's Manuscript and Rare Book Departments about subjects such as papyrus, African American studies, and women's studies.

<http://scriptorium.lub.duke.edu>

EuroDocs: Primary Historical Documents from Western Europe· An extensive primary source database that focuses on key historical happenings in Western Europe from medieval time to the present. Searchable by country.

<http://library.byu.edu/~rdh/eurodocs/>

FDR Cartoon Archive – Features cartoons from the presidency of Franklin D. Roosevelt from 1932-1943. The cartoons have been arranged within categories related to the new Deal, foreign relations, farms issues, the Supreme Court, and other areas.

<http://www.nisk.k12.ny.us/fdr/index.html>

From Revolution to Reconstruction: Texts · Several hundred historical documents arranged by period. Maintained at the University of Groningen, The Netherlands.

<http://odur.let.rug.nl/~usa/D/index.htm>

G-Text Primary Source Archives· Contains several German primary history source from the nineteenth and twentieth centuries that have been translated into English.

<http://h-net2.msu.edu/~german/gtext/index.html>

Hanover Historical Texts Project· Provides a vast array of primary sources divided by categories such as Europe, specific countries, and continents. Teachers have rated this as one of the best primary source databases on the Web.

<http://history.hanover.edu/project.htm>

Source: *Indiana Historical Society, Office of The State History Day Coordinator.*
Used with permission.

5.2.3

Historical Documents on the Internet · This is an extensive gateway site to primary sources in history. It is accessible by continent and also features a list of historical sites with a major emphasis on U.S. History.

<http://www.cssjournal.com/hisdoc.html>

Historic Audio Archive · Sound recordings from the past, includes clips from Richard Nixon, civil rights leaders, and others.

<http://www.webcorp.com/sounds/index.htm>

History, Archaeology, and Classics · A gateway to primary sources ranging from the ancient world to the present day.

<http://www.libs.uga.edu/darchive/hargett.html>

Legal Information Institute · Information about the Supreme Court and its decisions, dating from 1990.

<http://supct.law.cornell.edu/supct/>

National Archives and Records Administration Exhibit Hall · Several collections of documents on wide-ranging topics (e.g., Elvis meets Nixon, WPA art, gifts given to presidents, founding documents).

<http://www.nara.gov/exhall/exhibits.html>

National Cathedral School Library Internet Database · Contains links to to hundreds of historical primary sources. When the keyword search box appears type in the search terms <primary sources> to retrieve them.

<http://www.ncs.cathedral.org/library/upper/ncsid>

National Digital Library and American Memory, Library of Congress · Digitized holdings from the Library of Congress including photographs, manuscripts, rare books, maps, recorded sound, and moving pictures.

<http://www.loc.gov/rr/digital.html>

National Security Archives · This site furnishes significant research and documents about nuclear weapons issues and their history that have been declassified or requested through the Freedom of Information Act.

<http://www.gwu.edu/~nsarchive>

Oyez Project: U.S. Supreme Court Multimedia Database · Information on selected Supreme Court cases from the past 35 years, with sound recordings of the Court's proceedings. Maintained at Northwestern University.

<http://oyez.nwu.edu/>

Primary Source Documents on the Holocaust · Supplies numerous documents related to the Holocaust such as the Wannsee Protocol, eyewitness accounts, and speeches.

<http://www.lib.byu.edu/~rdh/eurodocs/germany.html>

5.2.4

Primary Sources Network - Historical artifacts on such topics as the home front in World War II and automobile advertising, along with suggestions for their use. Collaborative project of universities, museums, and schools in Michigan.
<http://www.primarysources.org/>

Special Collections Library, Duke University - Links to unusual primary sources on such topics as women's history, historic music, urban landscapes, and campaign memorabilia. <http://www.scriptorium.lib.duke.edu/>

State Government Links - Links to all fifty state's government agencies.
<http://www.piperinform.com/state/states.html>

United States. Historical Census Data Browser - The data presented here describe the people and the economy of the U.S. from each state and county from 1790-1960.
<http://www.fisher.lib.virginia.edu/census/>

U.S. Historical Documents - "Classic" documents from U.S. history. Maintained at the University of California at Santa Barbara.
<gopher://ucsbuxa.ucsb.edu:3001/11/stacks/historical/>

Valley of the Shadow- Provides primary source documents, images, sounds, and historical discussions about two counties that were 100 miles apart on opposite sides of the Mason-Dixon Line during the Civil War.
<http://jefferson.village.virginia.edu/vshadow.2/>

Villanova Center for Information Law and Policy - Over 7,400 Supreme Court decisions from the U.S. Air Force FLITE (Federal Legal Information Through Electronics) database.
<http://www.law.vill.edu/>

Women and Social Movements in the United States, 1830-1940 - Primary source documents in women's history, organized around particular topics. Questions for students' use in analyzing the documents are provided. From Binghamton University.
<http://womhist.binghamton.edu/>

*Source: Indiana Historical Society, Office of The State History Day Coordinator.
Used with permission.*

5.2.5

THE INDIANA CONNECTIONS

Conner Prairie - History on-line features daybooks and journals from Indiana settlers in the 1830's. One journal documents Native American removal from the area. The site also features articles on various subjects from pioneer life and recipes.

<http://www.connerprairie.org>

Indiana Historical Bureau - Primary source documents related to the Northwest and Indiana territories and early Indiana statehood. This site also features many useful secondary sources pertaining to Indiana history, such as timelines and biographical sketches of famous Hoosiers.

<http://www.statelib.lib.in.us/WWW/ihb/ihb.html>

Indiana Historical Society - Bass photographs can be viewed on-line through the library catalog. The IHS library contains a wide variety of collections from many different people and places in Indiana such as the Indiana Red Cross, William Henry Harrison, and Henry Richardson. With the exception of the digitized photos from the Bass photo collection, researchers must visit the library in order to view the collections

<http://www.indianahistory.org>

Indiana Humanities Council - The resource page provides a list of living historians, traveling exhibits, and movies about Indiana for use by educators.

<http://www.ihc4u.org>

Indiana State Library - An extensive and well-indexed newspaper collection on microfilm. Also large collection of documents pertaining to the state of Indiana. These collections can only be viewed by visiting the library; however, researchers can search collection on-line

<http://www.statelib.lib.in.us>

*Source: Indiana Historical Society, Office of The State History Day Coordinator.
Used with permission.*

5.3



Museum Observation

Choose an exhibit room in the museum to observe. Look around. What interests visitors? Why do people go to certain displays first and not to others? Think about these questions as you complete your observation. When you return to your classroom and begin to design and build your exhibit, use what you have learned from this activity to make your exhibit more interesting and fun for visitors.

Name of museum: _____

Name of exhibit: _____

Date of visit: _____

General Observation

When you walk into the exhibit room, what is the first thing that you notice? Describe it.

Why? Is it because of the sign or object itself—is it big or colorful? Does it have to do with the lighting or placement?

Visitor Observation

Watch other visitors. How do they walk around the room? Do they walk in a straight path or weave back and forth across the room? Do they all start at the same display and walk in the same direction?

Do visitors spend time reading the labels? Do they look at the objects? Which do they do first?

Display Analysis

How are objects displayed? Are they protected behind glass, in cases? Describe.

Where are the objects? Check all that apply.

- on the walls suspended from the ceiling other _____
 on pedestals on the floor

How the objects arranged? in groups equally spaced out in the room

Draw a floor plan of the exhibit room on the back of this page.

5.3.1

Museum Observation/page 2

Observe the lighting. Is there only one spotlight shining on an object? many spotlights?
Are the lights above the object? below the object?

Are there windows in the room? Do they let in natural light?

What different colors are used around the room? Do they create a "real" setting for the objects? Do they attract your attention to certain objects?

Is there special audio-visual equipment that makes the display more interesting? (videos, audiophones, slides, tape recordings)

Exhibit Label Observation

Choose one object in the exhibit room. How do you know what it is?

Where is the exhibit label?

- | | | |
|--|---|---|
| <input type="checkbox"/> on the object | <input type="checkbox"/> in a case | <input type="checkbox"/> on the wall |
| <input type="checkbox"/> at eye level | <input type="checkbox"/> above your eye level | <input type="checkbox"/> below your eye level |

In the space below, copy the exhibit label:

What is the most interesting piece of information that the exhibit label tells you?

What is your favorite thing in this exhibit room? Why?

© 2001, Princeton University Library

From *Young Curators*, a project of the Cotsen Children's Library at Princeton. Used with permission.

5.4 Constructing Thesis Statements

The success of the total term paper depends on a carefully defined topic. Selecting a topic requires considerable thought. Your teacher may suggest some broad topic areas for research. From these it is up to you to choose a specific area you want to investigate. Make it something that interests you. The work will be much easier if you are motivated by real curiosity.

Within your scope of interest, plan a question about a specific issue or problem you want to investigate. Now write the question on an index card. From this question, your thesis (main idea of the paper) will emerge.

Reminders:

- Do keep the subject very limited in scope
- Do write a question, not a title
- A good topic centers around a problem or issue that you can investigate.
- Don't merely retell history or summarize the plot of a novel. Instead, look for causes to analyze or a personal interpretation to present
- A good topic can be turned into a question that will help keep you on track as you read through sources and take notes.
- All topics need to show a connection with the overarching theme of exploration and discover the

5.5

HISTORY DAY STUDENT CHECKLIST
"HOW AM I DOING?"

Circle the response, which most nearly describes your progress so far.

- | | |
|---|------------------|
| 1. I am working as hard as I can and am making excellent progress. | Yes Sometimes No |
| 2. I am about where I think I should be. | Yes Sometimes No |
| 3. I am finding it easy to locate secondary sources for my entry. | Yes Sometimes No |
| 4. I am finding it easy to locate primary sources for my entry. | Yes Sometimes No |
| 5. I understand my topic. | Yes Sometimes No |
| 6. I understand why I chose my topic. | Yes Sometimes No |
| 7. I understand the issues related to my topic. | Yes Sometimes No |
| 8. I understand the period in history of which my topic takes place. | Yes Sometimes No |
| 9. I am meeting my deadlines. | Yes Sometimes No |
| 10. I am confident I will complete my entry on time. | Yes Sometimes No |
| 11. I am working well with other members of my group (if applicable). | Yes Sometimes No |

Fill in the blanks to complete the following questions.

12. I have read background sources.
 13. I have taken notes from sources.
 14. I have located a total of sources.
 15. I need help on
-
-

Source: Indiana Historical Society, The Office of The State History Day Coordinator.
Used with permission.

5.5.1

COMPLETING THE ENTRY - EXHIBIT

Projects include the visual display, a 500-word summary of the research process, and the bibliography. The overall size of the project must be no larger than 40 inches wide, 30 inches deep, and 6 feet high. See the Contest Guide for exact rules.

Projects should have a title clearly displayed, with sections labeled and in a sequence that is easy to understand. Use captions under all pictures or visuals, not to exceed 500 student-composed words. Captions with quotes must be footnoted and artifacts identified. It is a good idea to make a detailed drawing of the project before beginning construction.

The following checklist may be used in completing an exhibit:

<u>Items to Be Completed</u>	<u>Date Completed</u>
1. Complete note cards from primary and secondary sources.	_____
2. Develop outline.	_____
3. Complete rough drawing of project.	_____
4. Select construction materials.	_____
5. If using photos, take pictures and have them developed.	_____
6. Mount photos and visuals.	_____
7. Write captions for photos and visuals.	_____
8. Type final draft of captions.	_____
9. Mount photos and visuals on project.	_____
10. Complete rough draft of process paper and bibliography.	_____
11. Complete final draft of process paper and bibliography.	_____
12. Proofread and check for rule compliance.	_____

Event Checklist

1. Make four copies of process paper and bibliography for local and state events.
2. Check title page lists name, grade, category, division (no school or teacher names).
3. Prepare emergency kit for event. Scissors, tape, pens, glue, extra copies of process paper, extension cord, etc.

5.5.2

COMPLETING THE ENTRY HISTORICAL PAPER

Historical Papers must be typed (double spaced) and between **1,500 and 2,500 words**. Notes, annotated bibliography, illustrated captions, and supplemental appendix material do not count in that total. The paper must contain footnotes or endnotes. See the Contest Guide for exact rules.

The following checklist may be used in completing a paper:

<u>Items to Be Completed</u>	<u>Date Completed</u>
1. Complete note cards from primary and secondary sources.	-----
2. Develop outline.	-----
3. Complete rough draft of paper, including: Interesting title Diagrams, charts, or documents footnoted Appendix	_____ _____ _____
4. Complete final draft of paper.	_____
5. Complete rough draft of bibliography.	_____
6. Complete final draft of bibliography..	_____
7. Check paper for proper margins and rules compliance.	-----
8. Proofread paper and bibliography.	-----
<u>Event Checklist</u>	
1. Make four copies of paper and bibliography.	-----
2. Check title page lists name, grade, category, division (no school or teacher names).	-----
3. Check annotated bibliography.	-----
<u>State Competition</u>	
1. Mail four copies of paper and bibliography to IHS by March 15.	_____

5.5.3

COMPLETING THE ENTRY - PERFORMANCE

Performances are dramas depicting an event, person, or place. These dramas are written, directed, and acted by group members or an individual performer. They may be up to ten minutes long, with five minutes allowed to set up and tear down.

Scenery may be used, with lighting or sound effects, but all extra equipment must be run by the students in the group.

The following checklist may be used in completing a performance:

<u>Items to Be Completed</u>	<u>Date Completed</u>
1. Complete note cards from primary and secondary sources.	_____
2. Write tentative script or outline of presentation. Include characters, times, location, thesis statement, supporting ideas, and conclusion.	_____
3. Prepare costumes to reflect the time, mood, theme, and place.	_____
4. Prepare setting/scenery.	_____
5. Write dialogue using story outline.	_____
6. Block performance to go with setting and script.	_____
7. Write final draft of script.	_____
8. Videotape performance to critique entry.	_____
9. Complete rough draft of process paper and bibliography.	_____
10. Complete final draft of process paper bibliography.	_____
11. Proofread and check for rule compliance.	_____

Event Checklist

1. Make four copies of process paper and bibliography for local and state events.	_____
2. Check title page lists name, grade, category, division (no school or teacher names).	_____
3. Prepare emergency kit for event. Include spare script, items that may be needed to repair the set, extension cords, safety pins for ripped costumes, etc.	_____

5.5.4

COMPLETING THE ENTRY - DOCUMENTARY

Documentaries include videotape presentations and slide shows, both computer-based and traditional. Be sure you understand the rules concerning the use of media equipment by students.

Documentaries may last up to ten minutes, with five minutes allowed to set up and remove the equipment.

The following checklist may be used in completing a documentary:

<u>Items To Be Completed</u>	<u>Date Completed</u>
1. Complete note cards from primary and secondary sources.	_____
2. Write a tentative script, outline, or storyboard for the presentation.	_____
3. Decide on location shots, interviews, still pictures from books, and magazines, etc.	_____
4. Buy film, videotape, or CDR-W media, after checking type and price.	_____
5. Take photographs and capture video footage.	_____
6. Write script to go with each visual scene.	_____
7. Record script (may include music and sound effects).	_____
8. Complete rough draft of process paper and bibliography.	_____
9. Complete final draft of process paper and bibliography.	_____
10. Proofread and check for rule compliance.	_____

Event Checklist

1. Make four copies of process paper and bibliography for local and state events. _____
2. Check title page lists name, grade, category, division (no school or teacher names). _____
3. Prepare emergency kit for event. Include extra copy of process paper, videotape, and electronic slide presentation; extension cords; and any other materials that may break or not work.

ON LINE REPLICATION KIT FORMAT

TOOL KIT 3: PROGRAM ADMINISTRATION

This is a guide for the librarian or primary partner who is taking responsibility for initiating the program, coordinating the efforts of all partners, and tabulating and reporting the evidence-based program measures

TABLE OF CONTENTS

Program Administration contains these components, in order of use:

	Page
1. Promotion and Advocacy Tools	6.1
Sample Parent Letter	6.1.1
NHD Brochure (separate PDF file that accompanies kit)	
2. Partners' Role/Descriptions	6.2
3. Project Timeline and Critical Logistics	6.3
4. Measurement Guidelines	6.4
Mentors - Observation rubric	6.4.1
Mentors - Post Assessment	6.4.2-6.4.3
Students - How Am I Doing?	(pages 5.5-5.5.4)
Students – Research Scramble	6.4.4
Students - Judging Forms (available on NHD website, see page 4.1)	
Parents - Pre-Questionnaire	6.4.5
Parents - Post survey	6.4.6
5. Project Resources with Budget	6.5

6.1
Program Advocacy Tools

Although it is not difficult to market National History Day, the project leader must ensure that all groups involved have a thorough understanding of the process.

Marketing to parents and students:

See sample letter (page 6.1.1). Also use Hosting a Parent & Student Meeting (page 4.4).

Marketing to teachers:

There is a PDF file, NHD Brochure, included as a separate file with this kit. It can be used as a model for teacher training for National History Day.

6.1.1
SAMPLE PARENT LETTER

October 31, 2003

Dear Parents,

The eighth grade class will be participating in National History Day this year as part of English and history classes. All students will have the opportunity to go through the research, writing and presentation process. While all eighth graders will benefit from this process, some students may choose to take their project to competition on the local, state, and even national levels. To learn about the opportunities involved in National History Day participation, you and your student are invited to attend an informational meeting on **Monday, November 3, 2003, from 7 to 8 pm in the Upper School Lecture Hall**. Our speaker will be Nikki Meyers, State Coordinator for National History Day.

I am particularly looking forward to telling you about the mentoring component and university-level research opportunities involved in National History Day. Students will have either an Upper School student mentor or faculty mentor. We are delighted to have a talented group of Upper School students who have volunteered to serve as mentors. Our mentors will accompany students as they research at IUPUI University Library and the Indiana Historical Society.

As parents, you will also play an important role in this process. Invite your child to explore their own cultural and community history. Encourage them to learn more about their own family. We view National History Day as an opportunity to bring families closer together and engage parents in the education process. Thank you for taking an active role in your child's education. If you have any questions about National History Day, you can contact me in the US Library, 415-2763, or jkokotkiewicz@parktudor.org. You may also contact Chris Hammock or Scott Drake.

Sincerely,

Jane Kokotkiewicz
Library Media Coordinator
National History Day Coordinator

6.2
Partners' Role/Descriptions

Project leader : Provides coordination and leadership for all components of the project.

State Coordinator for National History Day: Conducts information session with parents, and initial coaching session for student mentors, as well as expert guidance from her extensive experience with NHD.

Classroom teacher: Provides student participants; assists in introducing competition to students and assisting with their preparation.

Other library media specialists: Provides guidance in the research process, locating topic experts, and using primary sources.

Parent: There may be knowledgeable parents willing to assist with the planning and implementation of the project. They can be useful community advocates.

University Library reference staff: Provides guidance in using university's digitized collections of documents and primary resources.

**6.3
Project Timeline and Critical Logistics**

October 9 - Mentor training

November 3 - Parent and student meeting

November - Students meet with mentors and begin research

November & December (Sat) - History Help Desk at the Indiana Historical Society

December (Sat) - Ultimate History Teacher's Workshop, Indiana Historical Society

December - Research at school

December – Field trips for primary and secondary resources (visit to IUPUI Univ. Library and Indiana Historical Society)

January - Students identify and interview topic experts

February 1 - February 15-

Displays –topic illustration

Documentaries –topic presentation

Drama –topic performance

Historical papers –topic argument

February 15 - Objectives due, outline of notes due, interview questions written

February 20 - Rough draft of presentation is due. Rough draft of 500 and
2500 word papers due

March 1 - All papers due

March - Local History Day contest at Park Tudor

March 15 - Deadline to mail state competition registration

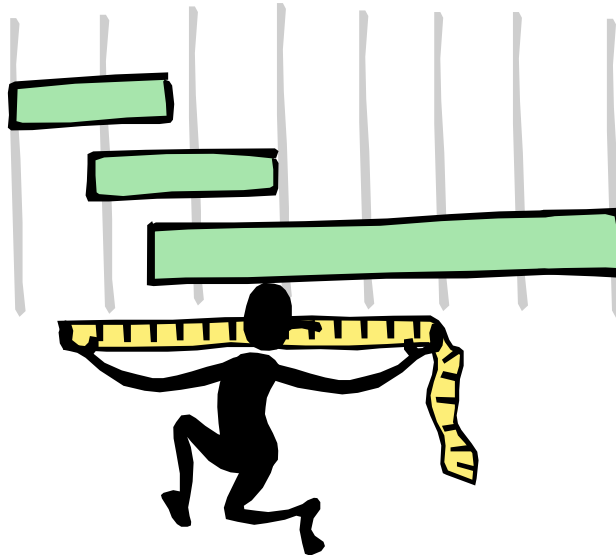
April 24 - State History Day contest

June 11 - National History Day Contest – University of Maryland

6.4 Measurement Guidelines

Included in this kit are several measurement tools that should be used at various times during the project. The tools included measure the change in understanding, states of being, and practice in the groups involved, the mentors, students, and parents. For each group there is an assessment to be administered early in the project, and at the end. For the students, there is an additional mid-point assessment. The project leader may choose to add additional measures of success.

During the course of the project, the project leader should also gather anecdotal evidence. Stories from students, mentors and parents can show compelling evidence of growth. Report results to all groups involved, including administrators.



6.4.1

Group Assessed: Mentors

When to Administer: Early in the project – on the first or second session of mentors working with students.

Activity: Observation

Use the following rubric while observing the mentors at work. Give a copy of the rubric to them ahead of the observation, so they will know how they are measured. Have an individual meeting with each mentor after the session to cover feedback.

How Am I Doing? – For Mentors

Did not observe

Observed

Task Mastered

1. Good Listener

←—————→
Suggestions:

2. Inspires Trust

←—————→
Suggestions:

3. Can give advice without criticizing or controlling

←—————→
Suggestions:

4. Can give compliments

←—————→
Suggestions:

5. Resourceful

←—————→
Suggestions:

6. Good role model

←—————→
Suggestions:

7. Willing to share yourself

←—————→
Suggestions:

8. Find your own mentors

←—————→

6.4.2

Mentors: Assessment of our History Day experience (Post-NHD)

Here is what you expected to gain from being a mentor for History Day:

1. Service hours
2. Learn something
3. Sense of accomplishment
4. Proud of the student(s) you help. Feel you have made a difference.

Do you feel you gained in these areas? Answer yes or no for each and why.

1. Service hours

2. Learn something

3. Sense of accomplishment

4. Proud of the student(s) you help. Feel you have made a difference.

We decided that these are the qualities of a good mentor:

1. Patience
2. Don't be too controlling
3. Precise measured precision
4. Open
5. Sensitive
6. Careful about delivering criticism - Start with something positive
7. Resourceful

6.4.3

Do you feel you achieved these qualities (Yes or No)?

1. Patience
2. Don't be too controlling
3. Measured precision
4. Open
5. Sensitive
6. Criticism
7. Resourceful

Where have you experienced the most growth?

1. Patience
2. Don't be too controlling
3. Measured precision
4. Open
5. Sensitive
6. Criticism
7. Resourceful

Have you been able to apply something you learned to a class you are taking this year (i.e., some of you practiced using primary resources by setting up an interview for an English project)? Tell me about your experience.

Do you have an interesting story about one of the students you have mentored?

6.4.4

Group Assessed: Students

When to Administer: Early in the project. After introduction and practice of research steps.

Activity: Research Scramble

Given the following list of research steps, put them in order.

- _____ Keep track of notes and sources.
 - _____ Create thesis statement.
 - _____ Choose a presentation category and create project.
 - _____ Make annotated bibliography.
 - _____ Narrow my topic.
 - _____ Present project at State History Day.
 - _____ Write process paper.
 - _____ Understand the difference between primary and secondary resources.
 - _____ Locate sources of information on my topic.
 - _____ Identify a broad topic.
-

Answer Key

1. Identify a broad topic.
2. Narrow my topic.
3. Create thesis statement.
4. Understand the difference between primary and secondary resources.
5. Locate sources of information on my topic.
6. Keep track of notes and sources.
7. Write process paper.
8. Make annotated bibliography.
9. Choose a presentation category and create project.
10. Present project at State History Day.

6.4.5

Parent Questionnaire (Pre-survey)

Please take a moment to complete this short survey after hearing the National History Day presentation.

Please select the answer that most accurately describes your view:

1. I was aware of National History Day before this year.
 Yes
 No

2. I am most interested in having my child participate in National History Day because of:
 The research component, including IUPUI University Library and the Indiana Historical Society
 The opportunity to connect with an expert
 The opportunity to work with a mentor
 Other: _____

3. The following presentation medium best matches my child's interests and abilities:
 Research paper
 Video documentary
 Dramatic performance
 Exhibit or Display

4. My child is in the following grade:
 4-5
 6-8
 9-12

5. I understand the requirements for National History Day.
 Yes
 No
 I need more information, or I have questions. (Please insert name, phone, and/or email address): _____

6. If there is one thing you hope National History Day will do for your child, it is that they will be able:
 To write a research paper
 To become interested in family history
 To deliver an effective oral presentation
 Other: _____

6.4.6

Group Assessed: Parents

When to Administer: Post- survey.

Please take a moment to complete this short survey after your son or daughter has participated in National History Day.

Please select the answer that most accurately describes your view:

1. I was aware of National History Day before this year.
 Yes
 No
2. The greatest benefit I observed in my child as a result of participating in National History Day was:
 The research component, including IUPUI University Library and the Indiana Historical Society
 The opportunity to connect with an expert
 The opportunity to work with a mentor
 Other: _____
3. My son or daughter created the following:
 Research paper
 Video documentary
 Dramatic performance
 Exhibit or Display
4. My child is in the following grade:
 4-5
 6-8
 9-12
5. I understand the requirements for National History Day.
 Yes
 No
6. National History Day met my expectations in the following way(s):
 I Agree. (Please list ways.)

 I disagree. (Please state reasons.)

6.5
Project Resources with Budget

Budget:

- \$15 2 Shuttle bus trips to IUPUI University Library for research (.50/mile)
- \$15 2 Shuttle bus trips to Indiana Historical Society for research assistance (.50/mile)
- \$51 17 registrations for Research Fundamentals (Indiana Historical Society) (\$3/student)
- \$34 17 registrations for History Help Desk (Indiana Historical Society) (\$2/student)
- \$100 2 registrations for Ultimate History Teacher's Workshop (Indiana Historical Society) (\$50/teacher)
- \$350 Food/refreshments for mentor meetings, research evenings, and parent meeting
- \$20 10 3" binders for student participants
- \$500 In-Kind - Value of Project Manager's time for Saturday research field trips
- \$500 In-Kind – Value of Project Manager's time for Teacher Workshop summer 2004
- \$1000 Stipends and supplies for Summer Workshop for Teacher/Media Specialist partners

Funds Requested From The Foundation	\$1585.00
In-Kind Contribution	<u>\$1,000.00</u>
Total	<u>\$2,585.00</u>