

**MYP Unit Planner****Unit Title:** History Day - [Humanities 8](#) **Teacher(s)**
Anderson, Jeren J**Subject and Grade Level**
Humanities, Grade 8**Time frame and Duration**
(Week 16, 7 Weeks)  **Significant Concept (Enduring Understanding)**

- Communication is imperative to understanding and analyzing research.

Content Knowledge / Big Ideas**Skills**

Students will know the major events that led up to their topic.

Students will know the major facts on their topic.

Students will demonstrate the significance of their topic.

Students will understand and evaluate historical interpretations of their topic.

VOCABULARY: Theme, thesis, primary and secondary source, context, cause and effect, impact, bias.

- Present research in a professional way.
- Use various resources to conduct historical research.
- Apply research skills by investigating a topic in history.
- Analyze historical evidence and draw conclusions.
- Present and explain the findings of a research project.
- Place the topic in historical context

Approaches to Learning**ATL Skill & Student Learning Outcome**

**Organization
Collaboration
Communication**

Information Literacy

- Accessing information
- Selecting and organizing information
- Referencing

Reflection

ThinkingHistory Day involves in-depth researching, organizing, and communication of historical events and/or persons.

MYP Area of Interaction Focus / DP ToK Links

Human Ingenuity: Students create an original research paper, museum exhibit, documentary, performance, or website.

Unit Question (Essential Question)

- How do I effectively research, analyze, and communicate what I've learned?

FROM ASSESSMENT TO TEACHING AND LEARNING ACTIVITIES THROUGH INQUIRY

Assessment Reflections

What MYP task will be most appropriate?

- What exemplars will students see so that they understand what is required?
- What will allow students the opportunity to answer the unit question using what they have learned?
- What considerations have you given the nature of the assessment (e.g. given in class, take-home, time allowed for completion)
- At what level of Bloom's Taxonomy does this task ask the student to engage?
- Where in the assessment task(s) are students invited to achieve at all levels of the descriptors?

Assessments

Summative: Personal Project

1. Completed History Day project that meets that years theme and content appropriate to the topic.

- Title
- Thesis
- Background
- Context
- Impact

Formative: Other written assessments

- Annotated Bibliographies
- Process Papers

MN Standards & IB Objectives

- Minnesota State Standards or National Standards that are being addressed
- Which MYP assessment criteria will be used?

Social Studies, Grades 4-8 , IV. HISTORICAL SKILLS

B. Historical Resources The student will begin to use historical resources.

1. Students will identify, describe, and extract information from various types of historical sources, both primary and secondary.
2. Students will assess the credibility and determine appropriate use of different sorts of sources.

Social Studies, Grades 4-8 , IV. HISTORICAL SKILLS

C. Historical Inquiry The student will apply research skills by investigating a topic in U.S. history.

1. Students will define a research topic that can be studied using a variety of historical sources.
2. Students will identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.
3. Students will develop strategies to find, collect, and organize historical research.

Social Studies, Grades 4-8 , IV. HISTORICAL SKILLS

C. Historical Inquiry The student will analyze historical evidence and draw conclusions.

1. Students will understand that primary sources document first-hand accounts of historical events and secondary sources may be influenced by the author's interpretation of historical events.
2. Students will compare perspectives in primary and secondary sources and determine how the different perspectives shaped the authors' view of historical events.
3. Students will understand the concepts of historical context and multiple causation.

Social Studies, Grades 4-8 , IV. HISTORICAL SKILLS

C. Historical Inquiry The student will present and explain the findings of a research project.

2. Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.

3. Students will articulate a clear thesis statement that explains the historical relevance of their research topic.

MYP Objectives

-Which MYP objectives will be addressed during this unit?

MYP: Humanities (For use from Sept. 2005/Jan. 2006), MYP Year 3, C - Skills

Technical skills

At the end of the third year, students should be able to:

- observe, select and record relevant information from a variety of sources
- use different media and technologies to research, select, interpret and communicate data
- use sources such as maps, graphs, tables, atlases, photographs and statistics, in a thoughtful manner

Analytical skills

At the end of the third year, students should be able to:

- analyse and interpret information from a range of sources
- identify relevant questions, problems and issues
- evaluate the values and limitations of sources

Decision-making skills

At the end of the third year, students should be able to:

- formulate clear and sound arguments, make balanced judgments on events and draw conclusions, including some implications

Investigative skills

At the end of the third year, students should be able to:

- test hypotheses and ideas and modify them where necessary
- plan, carry out and present individual and group investigations
- engage in fieldwork in order to complement a more detailed investigation.

MYP: Humanities (For use from Sept. 2005/Jan. 2006), MYP Year 3, D - Organization & Presentation

At the end of the third year, students should be able to:

- communicate information that is relevant to the topic
- organize information in a logically sequenced manner, appropriate to the format used

present and express information and ideas in a clear and concise manner, using appropriate language and visual representation
use referencing and a bibliography to clearly document sources of information, using appropriate conventions.

LEARNING EXPERIENCES AND TEACHING

- How will I incorporate international mindedness throughout the unit?
- How will students learn the knowledge and practice the skills required?
- How will we use formative assessment to give students feedback during the unit?
- What different teaching methodologies will we employ?
- How are we differentiating teaching and learning for all?

Learning Activities

1. Introduction to Unit:

- **Introduce History Day and the theme of the current year.**
- **Examples of projects from prior years are presented.**
- **Documentary: individual and group.**
- **Research Paper**
- **Performance: individual and group.**
- **Exhibit: Individual and group.**
- **Website: individual and group**
- **How to create your history day exhibit**

1. Topic Discussions

- **The topic of the research project will coincide with the National History Day project theme... i.e. Taking a Stand in History, Triumph and Tragedy in History, etc. Therefore, the unit will begin with a few examples of people, groups, etc. throughout history that may meet the topic standard... Hugh Thompson, Pee Wee Reese, to demonstrate the current year's theme.**

1. Project Discussions

- **National history day rules and procedures for each history day entry.**
- **Discuss the different places students can get information.**
- **Where can I get help with my history day project.**
- **Best places to purchase History Day materials.**

Differentiations

Students can communicate their research via a formal research paper, museum exhibit, performance, website, or a documentary.

Modifications

For all activities, worksheets, and assignments, modifications will include shorter questions, fewer questions, less required answers.

Grades will also be determined by effort exhibited.

Autism Spectrum Disorder Accommodation Ideas

- Careful grouping of ASD students
- Visual materials to support what's being given aloud
- Break large pieces of information into smaller, more manageable chunks
- Bullet succinct lists when possible
- Provide pictures of key ideas, concepts when possible
- Lists, schedules, etc. on board
- Give advanced notice of changes in schedule
- Give advanced notice of classroom transitions
- Show due dates for large, long-term assignments on a calendar
- Use graphic organizers when possible
- Use direct, short verbal cues
- Provide an outline for notes
- Assign student a "buddy" in the classroom to help with organization and transition
- Give choices, when possible, but limit it to two or three
- Limit the number of instructions that are given at one time
- React calmly and give non-threatening feedback
- State expected behaviors clearly and provide examples
- Avoid asking "why" questions to understand student behavior
- Provide a predictable classroom structure, routine
- Give adequate wait time when asking questions aloud
- Use an unemotional tone to redirect ASD students
- Use short sentences
- State expectations as universals ("Everyone in the class needs to listen when I talk")

Resources

1. Various-depending on History Day theme of the year.
2. History Day web site
3. Minnesota Historical Society
4. Museums
5. Colleges, specifically Wilson Library field trip at U of MN
6. Library
7. Internet



<http://www.pbs.org/opb/historydetectives/educators/index.html> - history labs
<http://www.mnhs.org/> Minnesota Historical Society

ONGOING REFLECTIONS AND EVALUATION

Students and Teachers	Unit Reflections
■ What did we find compelling? ■ What learner-initiated inquiries arose during the learning? ■ From the evidence, what understandings may have been constructed? ■ How did we deepen our understanding of AOI? ■ What opportunities exist for reflection - both on the unit and on our own learning? ■ What, if any, extension activities arose?	Idea: Approach it as a once a week "History Lab". From the beginning of the year have students work on various historical skills that ultimately will help with the research portion of their History Day project. This would lead to actually starting History Day projects earlier in the year. This would allow the teacher and students to work on very specific, isolated elements of the project on a very step-by-step basis.
Collaboration	Improvements:
■ How successful was the collaboration with other teachers within my subject group and/or form other subject groups? ■ What interdisciplinary, if any, understandings were forged with other units?	■ Wilson Library field trip was a fantastic addition...very successful! ■ New approach to thesis creation ■ Did a better job explaining how to construct and organize an exhibit board ■ The annotations in the bibliography were better this year ■ Turn in rate of projects was almost 100% (only 1 not turned in)
Assessment	Areas we need to improve:
■ In what ways did the assessment task allow students to achieve at the highest descriptors? ■ How are skills that were taught articulating to the next level?	■ Encouraging students to participate in categories other than museum exhibits ■ Starting earlier...before break ■ Getting students to do interviews (offer an incentive?) ■ Working with students advancing from school to regional competitions ■ Merging(?) our traditional rubric with IB assessment criteria
Data Collection	Questions:
■ What data am I collecting?	■ Is a date set for Fridley History Day 2012? ■ How do we want to organize the Wilson Library field trip for 2012?

- For what purpose will the data be used?

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