

History Day 2017

2017 Theme: Taking a Stand

To take a stand, one must take a firm position on an issue. In history, people have taken a stand in support of many issues. Sometimes taking a stand involves opposing the status quo or fighting against a powerful movement. When looking at groups or individuals taking a stand, there are those who use forceful words, force, economic power, devotion, etc. to make their voices heard and those are the ones who are remembered in history. This theme is very broad to encourage students to dive into a certain topic of history. Students need to begin research with secondary sources to gain a broader context, then move to primary sources to finally make their argument about the effects of their topic in history.

Example Project: please take a look at this first place presentation to get an idea of how to present

<https://www.youtube.com/watch?v=8LgA4MpNhE0>

Grading Rubric:

Documents attached

Sources: Students will need to provide at least 5 sources for their final project. 2 sources on first draft Feb. 13th, and the last 3 sources on the second draft Feb. 27th.

Dress: Students will need to dress in semi-formal dress. If they are producing a play, students need to dress relating to their play.

Journals: Students are required to have a journal that contains their research, ideas, and process of the project they are creating.

Students in need of accommodations with this project will follow up with Mr. Derek individually.

Process Paper: This will be a student "outline for research". A process paper is no more than 500 words explaining how you conducted your research and create and developed your project. The first section: explain how you chose your topic, second section: explain how you conducted your research, third section: how you selected your presentation category and created your project, and forth section: explain how your project relates to the NHD theme. This will be turned in along with the project. Students will have this with them when they present in the competitions.

Grading plan during time to work on project:

Jan. 17th: Topic and Project form due along with notebook for journal entries: 5 points

Jan. 17th- March 3rd: Once a week, 7th graders will get a 25-35 minute work cycle in U.S. History class to work on their project. Also, every Thursday during Advisory work cycle (movement), I will encourage students to come to my class to work on their History Fair project. During work cycle, I will check on each student personally to see what they have done towards their project.

Feb 13th: 2 research sources need to be handed in along with the information used on the final project. This will be kept in their journal. 10 points

Feb 27th: The last 3 research sources need to be handed in along with the information used on the final project. This will be kept in their journal. 10 points

March 3rd: The final product of the project must be turned in, along with the 5 sources, and the process paper. 60 points

March 6th and 7th: Students will practice presenting in class to their peers. Students will fill out a peer review form during the presentations. 15 points