

High School Teacher Model

History Fair Overview and
Process Point Sheet

Name_____

Teacher_____

Period_____

<u>Timeline/Assignments</u>	<u>Points/Percentage Earned/Comments</u>
Mid-November	
I. Introduction	
II. Ideas for Topic	
December 3-21	
III Submit your topic to your teacher	
IV Some preliminary research	
January 7-11	
V. Written proposal	
VI. Proposal returned	
VII. First two sources	
January 14-18	
VIII Project Update #2	
IX Update returned	
January 28-February	
X Annotated Bibliography, 1 st draft	
February 4-8	
XI. Project Update #3	
February 11-9	
XII Final Project	
XIII. Oral Presentation in class	
February 20 th	
XIV. School Fair	

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- II. Ideas for Topic

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- XIV. School Fair

History Fair**A Process**

(Worth 600 points-over quarters)

November INTRODUCTION

- I. Introduction to History Fair
- II. Introduction to the theme
- III. Brainstorm ideas for your topic
What are your interest, what special places in your community have caused you to ask, what do you want to know about, what sparks your imagination, what experiences have you had, what stories have you been told. etc.?

25 points

December 3-7 TOPIC SELECTION

- IV. Meet with your teacher
Discuss topic ideas with your teacher
Decide on a topic that seems right for you
Focus that topic—narrow your ideas to a manageable size and doable idea;
Realistically narrow your topic to a reasonable, manageable focus, questions(s)
Use one of the History Fair TOPICS worksheets.
- V. Do some preliminary research
Be sure that the topic you have chosen is realistic, one upon which there are materials and information available

December 10-14 INITIAL RESEARCH & DECISIONS

50 points

- VI. Present a written proposal—a narrative of your topic Three paragraphs should be adequate
 - A. What is this project going to be about, what is the focus, what historical question will you try to answer?
 - Define your topic, give details about what you intend to research, pursue
 - What questions are you setting out to answer about this topic?
 - B. Tell how you intend to do your research
(Where you will find information: be specific. What possible sources of information, possible institutions, other resources (electronic, printed, interviews with people important to the topic, etc.)
 - C. Define the medium you *intend* use to present your ideas, your research and give your rationale.

December 17-21 RESEARCH BEGINS IN EARNEST

25 points

- VII. Your teacher will return your written proposal, with suggestions, so that you can begin to work.
- VIII. Locate, read, take notes on at least two important secondary sources that will help you to answer your research questions. Identify a special collections online or at a library that you will use.
(Continue locating sources, reading and taking notes, after these first two sources are uncovered and read.)

Be prepared to show your sources, your notes to your teachers.

January 7 – 11 RESEARCH DEEPENS, DRAFT THESIS

50 points

- IX. Project update (again three paragraphs, typed should serve you well)
- A. Re-examine your written proposal (taking into consideration the sources you already read.)
(What answers have you found to the questions with which you started?)
 - B. Present a DRAFT THESIS
What conclusions have begun to develop?
 - C. Status of your research
(What have you found? What evidence have you located? Where have you found good sources, answers to your questions? Have new sources of information emerged during this process?
Have key pieces of evidence been located? What are those key pieces?
What institutions have you visited, contacted, found useful?
What new sources must you pursue to continue your research?)
 - D. Status of your Medium/Presentation
(Have your initial ideas about format for your project begun to take shape?
Have you begun to write the script for your documentary or your performance?
Has your work been proceeding efficiently – all members having a clear and substantial role, all members doing their part of the research, the writing, the performing, etc.?)

January 14 – 18

- X. Your Teachers will return your Project Update with comments, suggestions.

January 21 – 25 SYNTHESIZING SOURCES, STORYBOARD PROJECT

100 points

- I. Storyboard or present an outline for your project. Identify areas for continued research.
- II. Annotated Bibliography – first draft
 - A. In proper form, list the sources, the institutions, the interview, etc., that have provided the basis for your research thus far.
 - B. This is NOT the final bibliography, but it should include the wealth of information that you have uncovered in answering your research questions and pursuing your topic.
 - C. See annotation style;

Have you drawn up design plans for your exhibit or website– a schematic of the layout you think you might use?

January 28 – February 1 WRITING LABELS, SCRIPTS, NARRATIVES 100 points

- III. Final Project Update
(Again, three paragraphs should serve you well)
- A. Conclusions
(What are the conclusions you have reached, now that your project is near completion?
Do these conclusions support your thesis answer your initial questions?
In what ways has your work shown the significance of this topic? The reason(s) why it is an important topic to research?
Does your project go beyond collection of fact and show evidence of analysis and/or interpretation?)
- B. Research
(‘What key pieces of evidence support your conclusions?
Have you used a variety of sources to address the question/problems posed by your thesis?
Did you consult sources in more than one institution?
Are the sources listed in your bibliography reflected in your project?
In what ways has the reattach on your topic demonstrated change over time?
What sources(s) were the most effective in establishing these conclusions?
What new question (s) has emerged at this point in your research process?
Have you linked your local, family, community history topic with the larger historical themes of Illinois, the United States or maybe even World History?)
- C. The Project
(Describe the layout of your exhibit – design, color scheme, focal point, etc. Outline the script that you have written for your performance or documentary narration?
What backdrops, props, individuals are involved in this performance?
Outline the paper you have written.
Does the project reflect the work of all who were supposed to be involved? Does the project reflect an equal investment of time and energy and input and creativity and construction time/script writing/performing time?
Does the project look like you have spent time on your research and in assembling the project, proofreading, paying attention to detail?
**Does the project stand on its own – telling a story, telling why it is important, describing and explaining your topic?)

February 4 – 11 ANY RESEARCH, REVISION OF WRITING—FINAL PRODUCTION 200 points

- IV. The Final Project
- A. Put the finishing touches on your work. Turn in your work.
- B. Complete your Summary Statement
- C. Compile your Final Annotated Bibliography
Add the most recent research you have acquired, reflecting updates you have made to your project and the first draft of your annotated bibliography. Reconsider the annotations you developed for this earlier draft, to be sure they give the reader the true value of each of your sources.

February 13 – 15

50 points

V. Presentation of your project to your teacher, to your class for feedback for final revisions
February

VI. School History Fair

February

VII. Announcements of Regional participants. Those students and parents/guardians complete the Student Authorization form and submit to teachers.
Late Feb-Early March

Any final revisions for the regional based on teachers and judges comments.

March REGIONAL COMPETITION - Submit

projects for evaluation (upload

documentaries, publish and lock-down

websites, submit paper package, and/or

prepare to present at Event.

VIII. Regional competition