

Winter Lakes High School 2021 - 2022

Independent Historical Research

Instructor:	Meeting Time:	Google Classroom Code:
Jacob Artman jartman@csd8.info 541-824-0115 ext. 7207	By appointment only.	g3ixiaa

Course Description:

Independent historical research is a PBL History course where students will work towards building a project from the ground up and presenting it to a staff member at WLHS. They will be expected to have a presentation ready to go by the time their presentation is set. We will meet together to gauge how their presentation is coming along and what tweaks need to be made to make the presentation a success. Their presentation must address the questions given at the beginning of the project. Students are expected to work independently on their project with guidance given from their teacher at predetermined times. We will schedule meetings throughout the week in order to meet the needs of the individual students. Each project will follow the same basic protocols and procedures.

Sources are very important in this course and you must be able to cite them for each project. There will be a requirement for a specific amount of sources for each project that will need to be evaluated.

Gathering up these sources, evaluating them, and using them to form a presentation will be crucial to this course. We will work together to ensure students are able to use their sources effectively.

Your presentation, your source evaluations, and whatever media you decide to use will all be counted for this course.

Quarks:

Each project that a student completes will be considered a unit of study from a specific period in time. Because of this, each project will be worth 15 quarks. If a student is looking to earn fewer quarks than the full 15, source evaluations will be counted at 2 quarks per source as long as both the evaluation and information worksheet is completed.

Students that answer questions on a specific article, such as Newsela or any other approved article, can receive 2 quarks. All questions provided, either through a website or provided by Mr. Artman, must be answered in full to get credit. Articles must be approved by Mr. Artman to receive any credit. Articles selected and not approved by Mr. Artman may be rejected if found to be unacceptable.

Students who do a presentation on a specific topic can get 5 quarks per presentation made, and 2 quarks for giving the presentation. Students must meet with me to have topics approved.

Grades:

Students will receive a letter grade based on their presentation at the end of the unit of study. Students will be graded on the assessment rubric for their presentation. If the sum of the total is a 4, they will

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receive an A, a 3 is equal to a B, a 2 is equal to a C, a 1 is equal to a D, and a 0 is equal to an F. If they receive a score lower than a C, they will need to revise their project and present their project again. If a student only chooses to do the source evaluation section of this course, then they will receive a pass/no pass grade.

Assessment:

Students presentations will be graded based on the following criteria:

Score	0	1	2	3	4
Sources	No sources used for presentation.	One source used for presentation.	Two sources used for presentation.	Three sources used for presentation.	Four sources used for presentation.
Content	Presentation has no basis in fact.	The students' presentation was based on conjecture and not fact.	The student is knowledgeable about the content, but cannot elaborate on specific information.	The student is knowledgeable about the content, but struggles to elaborate on specific details of the event.	The student is knowledgeable about the content and can elaborate on specific details of the event.
Organization	The student did not have a presentation to show.	The students' presentation was not organized in a way that was easily followed.	The students' presentation was organized but needed guidance from the student to follow the information.	The students' presentation was organized well, but lacked connection between specific parts of the presentation.	The student organized their presentation in a way that was easy to follow and understand, and had connections made between different parts of the presentation.
Presentation	No Presentation was given.	The students had a presentation outline to share.	The student presented their presentation but was unable to clarify any questions that arose.	The student was able to present their presentation and answer some questions, but was not able to go into detail.	The student was able to present their presentation and answer clarifying questions after the presentation.

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Standards:

HS. 54	Evaluate continuity and change over the course of world and United States history.
HS. 70	Identify and critique how the perspective of contemporary thinking influences our view of history.
HS. 71	Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.
HS. 72	Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (such as validity, value and limitation, cause and effect, chronological, procedural, technical).
HS. 73	Identify and analyze multiple and diverse perspectives as critical consumers of information.
HS. 76	Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.

Planned Units of Study:

The 1900s

The 1910s

A Tense Europe

The Balkan Peninsula

World War I

Technologies of a World at War

The Rise of Consumerism

The Roaring 20s

Economic Disaster of the 1930s

The Dust Bowl

Student desired unit of study (must be approved by teacher).