

MAKING HISTORY

Instructor:

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Room 105

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Making History presents a “hands on” opportunity for learners to explore history. Students will develop research skills and become experts in several topics of their choosing. They will showcase their inquiries through videos, photographs, podcasts, websites, and exhibits that demonstrate 21st century skills and learning. Local experts will drop in to share their experiences & knowledge. The culmination of the course will require students to submit an entry for the annual National History Day competition. Making History is a great opportunity for students who are interested in exploring their home, school, community and beyond.

Graduation Standards

Standards:

- **SSGS 1 - APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE AND SKILLS**
- **SSGS 2- CIVIC ENGAGEMENT**
- **SSGS 6 - HISTORY**

Guiding Principles:

- **A clear and effective communicator**
- **A self-directed and lifelong learner**
- **A creative and practical problem solver**
- **A responsible and involved citizen**
- **An integrative and informed thinker**

Unit 1	Seeing History
Summary	Students will look at how history is portrayed in visual formats from Hollywood films to documentaries and photographs. Emphasizing an analysis on viewpoints and perspective, students will explore the importance of how history is interpreted in a fair and even way. After analyzing a variety of visual sources, students will create their own documentary.
Performance Indicators Assessed in Unit	SSGS 6:D Identify and critique diverse perspectives on societal issues, trends and events and articulate priorities different groups or people hold in their perspectives. SSGS 1:A Develop compelling inquiry questions and conduct research on current social studies issues by applying appropriate methods and ethical reasoning skills, and using relevant tools, technologies and sources from social studies fields to conduct the inquiry.
Unit 2	Telling History
Summary	Students analyze primary and secondary sources and work toward developing strong research techniques. Students apply their research skills to a historical investigation of a local topic. Included in the research will be a profile of an individual related to

	the topic. They will tell their story by creating a website.
Performance Indicators Assessed in Unit	<p>SSGS 1:B Gather, synthesize and evaluate information from multiple sources representing a wide range of views; make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.</p> <p>SSGS 1:A Develop compelling inquiry questions and conduct research on current social studies issues by applying appropriate methods and ethical reasoning skills, and using relevant tools, technologies and sources from social studies fields to conduct the inquiry.</p>
Unit 3	Hearing History
Summary	Students will look at how history is portrayed in audio formats from protest songs to podcasts and speeches. After analyzing a variety of audio sources, students will create their own podcast on a historical or current issue.
Performance Indicators Assessed in Unit	<p>SSGS 6:E Apply an understanding of causality, connections and significance to develop credible explanations of historical events based on reasoned interpretation of evidence.</p> <p>SSGS 1:A Develop compelling inquiry questions and conduct research on current social studies issues by applying appropriate methods and ethical reasoning skills, and using relevant tools, technologies and sources from social studies fields to conduct the inquiry.</p>
Unit 4	Playing History
Summary	Students will look at how history and current issues are portrayed on the stage. Primary sources will be used as source materials to create mini-performances. Students will ultimately create a performance simulating a current issue.
Performance Indicators Assessed in Unit	<p>SSGS 2:A Make and present a real or simulated decision on an issue related to the classroom, school, community, civic organization, Maine, United States or international entity by applying appropriate and relevant social studies knowledge, research and ethical reasoning skills.</p> <p>SSGS 2:C Develop and present, orally and in writing, individual and collaborative decisions and plans by:</p> <ul style="list-style-type: none"> • considering multiple points of view; • prioritizing the pros and cons of those ideas; • building on ideas of others and sharing in an attempt to sway the opinions of others.
Unit 5	National History Day
Summary	Students use the skills they have developed during the course to create their own entry for National History Day. They will have the choice to develop an essay, website, documentary, performance or exhibit to enter into a regional competition, some moving on to state and national competition.
Performance Indicators	SSGS 1:A Develop compelling inquiry questions and conduct research on current social studies issues by applying appropriate methods and ethical reasoning skills,

Assessed in Unit	and using relevant tools, technologies and sources from social studies fields to conduct the inquiry. SSGS 1:B Gather, synthesize and evaluate information from multiple sources representing a wide range of views; make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.
Unit 6	Curating History
Summary	Students will look at how history is portrayed in museums and memorials. After taking trips to local museums and historic sites, students will use what they've learned to create their own exhibit.
Performance Indicators Assessed in Unit	SSGS 1:B Gather, synthesize and evaluate information from multiple sources representing a wide range of views; make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. SSGS 6:A Apply an understanding of the forces of continuity and change to analyze the evolution of historical eras, the persistence of enduring themes, and the significance of turning points and current issues in Maine, Maine Native American cultures, the nation and the world.

Summative Assessments Retake

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Make-up Work

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.

Grading of Formative Assessments

- Formative assessments will count as 30% of the grade.
- Summative assessments count for 70% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.