

**High School Teacher Model**

**Maryhelen Matijevic  
Mt. Carmel H.S.**

History Fair  
Process Point Sheet

Name\_\_\_\_\_

Teacher\_\_\_\_\_

Period\_\_\_\_\_

**Timeline/Assignments**

**Points/Percentage Earned/Comments**

November 200\_\_

- I. Introduction
  - II. Ideas for Topic
- 

December 3-21, 200\_\_

- III Submit your topic to your teacher
  - IV Some preliminary research
- 

January 7-11, 200\_

- V. Written proposal
  - VI. Proposal returned
  - VII. First two sources
- 

January 14-18 200\_

- VIII Project Update #2
  - IX Update returned
- 

January 28-February 200\_\_

- X Annotated Bibliography, 1<sup>st</sup> draft
- 

February 4-8

- XI. Project Update #3
- 

February 11-9

- XII Final Project
  - XIII. Oral Presentation in class
- 

February 20<sup>th</sup>

- XIV. School Fair

## History Fair

### A Process

(Worth 500 points-over 2<sup>nd</sup> & 3<sup>rd</sup> Quarters)

November

- I. Introduction to History Fair; distribution of handbook for 2003-2004
- II. 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.?  
\*\*See History Fair Handbook, pp. 2-8 for some ideas.

25 points

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December 3-7

- III. 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) or thesis;  
  
(What theme/thesis do you want to use to narrow your topic?  
What questions will you investigate through your research?)
- IV. 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

50 points

- V. Present a written proposal—a narrative of your topic  
Three paragraphs, typed should be adequate
  - A. What is this project going to be about, what is the focus, what is your thesis?  
(Define your topic, give details about what you intend to research, pursue)  
(What questions are you setting out to answer about this topic?)  
  
\*\*\*\*See History Fair Handbook pp. 3 & 4
  - B. Tell how you intend to do your research  
(Where you will find information? What possible sources of information, possible institutions, other resources (electronic, printed, interviews with people important to the topic, etc.)  
\*\*See History Fair Handbook, pp. 17-28
  - C. Define the medium you will use to present your ideas, your research  
(will you create an exhibit? Is a live performance a better vehicle to tell the story? Is a computer project appropriate? Would a research paper be the best route to take to tell the story you want to tell?)  
\*\*\*See History Fair Handbook, pp. 10-12

Describe your initial ideas about that medium: (Will the exhibit have three panels? Will the video be documentary in style? Does the live performance need more than two or three actors? Is the Historical Voices category a possibility? Will the paper have an appendix of documents, visuals, etc.?)

December 17-21

25 points

- VI. Your teacher will return your written proposal, with suggestions, so that you can begin to work.
- VII. Locate, read, take notes on at least two important sources of information that will help you to answer your research questions.  
(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

50 points

- VIII. 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?  
What conclusions have begun to develop?  
What is the status of your thesis? Is your research clarifying your initial thesis or is that thesis undergoing changes?)
  - B. 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?)
  - C. Status of your Medium/Presentation  
(Have your initial ideas about format for your project begun to take shape?  
Have you purchased or constructed your exhibit board(s)?  
Have you drawn up design plans for your exhibit – a schematic of the layout you think you might use?  
Have you begun to write the script for your video, your live performance, your computer project, your Historical Voices project?  
Have you identified actors, partners with whom you will work?  
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

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

January 21 – 25

50 points

- X. Annotated Bibliography – first draft  
\*\* See History Fair Handbook, pp. 29 – 39
  - 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;  
\*\*History Fair Handbook, pp. 40 – 43

January 28 – February 1

50 points

- XI. 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, pizzazz factors, focal point, etc.  
Outline the script that you have written for your performance.  
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 - 8

200 points

- XII. The Final Project
- A. Your exhibit, your paper, your performance  
Put the finishing touches on your work. Turn in your work.
- B. Complete your Summary Statement (see attached) (for Exhibits and Performances only – see pp. 10 –12, History Fair Handbook)
- C. Compile your Final Annotated Bibliography (see pp. 29 – 43, History Fair Handbook).  
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 11 – 15

50 points

XIII. Presentation of your project to your Teacher, to your class for evaluation.

February 18 – 22

XIV. School History Fair

February 25 – March 1

XV. Announcement of Regional participants.

March 4 – 15

XVI. Regional participants revise their projects.

March 16

XVII. Regional competition