



Document Analysis through Project Based Learning Course Syllabus

Course Overview

Teachers find themselves faced with many challenges, including getting students ready for the PARCC Assessment, meeting Common Core and C3 standards, providing service learning activities, and teaching argument-based writing and document-based analysis. They have to do this while still teaching content and keeping students engaged. The Maryland History Day Program can help with all of this. Earn three CPD credits while learning how to help students create research based projects that they can enter in county, state, or nationwide competitions. Maryland History Day is a program for 6th-12th graders, but teachers of any grade or subject matter can use this course to learn how engage students in creative research projects. Learn about local resources, and how to get kids excited about working with documents. Conduct your own research and create a website, documentary, performance, paper, or exhibit, like the ones your students will produce in the classroom. This online course is offered through the Maryland Humanities Council, and the weekly assignments will help you create classroom materials to support student research projects, along with your own example History Day project. To register, contact Grace Leatherman at gleatherman@mdhc.org.

Goals

This workshop will enable participants to:

- **implement techniques for encouraging the analysis of primary and secondary historical sources in the classroom**
- **guide students through a project-based learning experience, which aligns Common Core State Standards in a meaningful and coherent fashion.**

Alignment to Standards

This course meets the standards for Content, Instructional Design, and Technology as defined in the [National Standards of Quality for Online Courses](#), published by the [International Association for K-12 Online Learning](#) (iNACOL).

This course provides teachers with an opportunity to meet the Engage in Professional Growth and Leadership standard as defined in the [National Educational Technology Standards and Performance Indicators for Teachers](#), published by the [International Society for Technology in Education](#) (ISTE).

Intended Audience

This is an introductory course for K-12 teachers, media specialists, school administrators, and other school personnel. Participants should be proficient with using email and browsing the Internet in order to participate in the course.

Course Outline

Session 1: Introduction to Project Based Learning

Learn about the importance of document analysis and project based learning in the classroom, especially in light of changing standards. View a video about the History Day program and decide a how research project could be useful in your classroom. Explore the 2017 History Day theme, and choose a topic for your own research project, conducted over the course of this class.

Session 2- Document Based Projects for All Learners

Explore different ways to analyze primary and secondary sources with students of all abilities and learning styles. Learn how project based learning can engage every student in your classroom. Investigate primary sources from sites like the Library of Congress online, and decide how they might be relevant for your students. Write a letter to parents about the research project your students will take on, and explain how it can benefit all learners.

Session 3- Research

Learn how to help your students create a bibliography and organize their notes. Search resources for information related to your topic and turn in sources for your own History Day project. Visit a museum or research institution in your community or review three online resources. Share what you learned with your classmates.

Session 4- How to Make Your Project

Learn to write a thesis and organize your information. Watch a webinar or webcast about how to create your type of project (exhibit, website, documentary,

performance, or research paper.) Begin creating your project. Post your project so far, and ask fellow teachers for advice. Start thinking about how you might hold a contest or showcase at your school.

Session 5- How to Judge a History Day Project

Learn how History Day judges assess research projects, and how to use similar techniques in your classroom. Judge example projects using rubrics and judging sheets. Teachers may choose to serve as judges at their local county or state History Day (this delays the end of the course) or may provide online support to students creating History Day projects.

Session 6- Presenting Your Project

Finish and present your final History Day project. Provide feedback for your classmates, and participate in a final survey.