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NATIONAL ARCHIVES AT ATLANTA
5780 JONESBORO ROAD
MORROW, GEORGIA 30260
www.archives.gov/atlanta

The three pages that follow were from a special version of National History Day that I developed for the South Carolina Department of Education called **S.C.H.O.L.A.R.S.** Simply stated, it was a developmental version of History Day that evaluated (graded) specific components of a project. The **S.C.H.O.L.A.R.S.** project was completed before regional competition at the school level with the objective of getting both students and teachers to understand the importance of the bibliography, the research involved, the thesis statement and argument, the historical analysis and interpretation, the theme relationship, and the organizational aspect of the presentation. **S.C.H.O.L.A.R.S.** was also non-competitive in the sense that all students could get a gold medal (an "A") if they fulfilled the descriptors of the rubric. Otherwise, **S.C.H.O.L.A.R.S.** was exactly like History Day.

Often new schools would attempt the history day curriculum only to arrive at the regional contest and be unprepared for the competition or, in some ways even worse, compete in a weak regional contest and advance because of the lack of quality competition only to arrive at the state contest and be "blown out of the water." This was demoralizing to the students and the school and often resulted in a only one-year participation in History Day. **S.C.H.O.L.A.R.S.** was an attempt to better prepare new schools for what History Day was really looking for. Even some experienced, veteran schools promoted the **S.C.H.O.L.A.R.S.** program to focus the students on the content and substance of History Day and to get them away from focusing on the "bells and whistles" of a fancy presentation.

The web address no longer is active but if you are interested in a complete version of the **S.C.H.O.L.A.R.S.** rules, please contact me.

Joel Walker
Joel.walker@nara.gov
770-968-2530

S.C.H.O.L.A.R.S PROJECT EVALUATION

Individual or Group (circle one)

Title: _____

Name(s): _____

	1	2	3	4	5
1. Bibliography (MLA or Turabian)	Citations incomplete & incorrect with few sources, mostly websites that are not annotated.		Citations & annotations are satisfactory with minor flaws. There are a variety of primary & secondary sources.		Citations superbly done, annotations are complete, excellent mix of primary & secondary sources.
2. Primary & Secondary Sources	No clear distinction between primary & secondary sources: Does not know differences between the two.		Most sources are correctly identified but a few are incorrect.		All sources are correctly identified.
3. Wide and Balanced Research	3 or fewer sources, mostly web sources and encyclopedias.		7 to 9 sources, shows 2 or 3 different types of sources: books, newspapers, letters, etc.		12 or more sources with a wide variety of primary & secondary sources from more than one perspective.
4. Thesis Statement	There is no thesis statement.		Thesis statement is insignificant or does not have strong relationship to the theme.		Thesis statement is original, strong, & relates to theme.
5. Historical Accuracy and Context	Major inaccuracies are present and plentiful. Demonstrates no understanding of historical conditions or setting.		A few inaccuracies are present but most of project is accurate. Shows basic understanding of historical conditions and setting.		No inaccuracies are present. Demonstrates strong understanding of historical conditions & setting.
6. Analysis and Interpretation	Little if no information present, own ideas about topic are not present.		Shows some attempt at Analysis & Interpretation & is more than a mere report.		Analysis & Interpretation is in-depth, shows thought based on research.
7. Theme Relationship	Displays no theme relationship.		Theme relationship is secondary to research and analysis.		Theme relationship is basis for analysis & interpretation.
8. Argument and Conclusion	No argument present, draws no conclusion.		Argument and Conclusion does not support thesis.		Argument and Conclusion strongly supports conclusion & is based on research.
9. Organization of Presentation	No obvious organization.		Displays introduction, background, body, & conclusion.		Organization is clear & designed to make an impact & support conclusion.
10. Quality of Presentation	Presentation is sloppy & demonstrates no aesthetic qualities.		Presentation is appropriate & pleasing but shows little originality or creativity.		Presentation is of high quality & demonstrates a high caliber of originality, creativity, & excellence.

Calculations # of Ones _____ # of Twos _____ # of Threes _____ # of Fours _____ # of Fives _____
 x 6 = x 7 = x 8 = x 9 = x 10 =

Achievement Level (circle one) Total Score
 100-93 92-85 84-77 76-70 69 and under
 GOLD SILVER BRONZE Median PARTICIPATION Participation

Suggested Curriculum Pacing Schedule with Your Students

Below is a suggested pacing schedule for your students. You may choose another process to help your students complete their S.C.H.O.L.A.R.S project. Do remember that this is not a project that students can complete in a few days. It is best to give them a number of months to develop their projects while you continue with your other curricular duties.

- I. Explain S.C.H.O.L.A.R.S program:
 - a. Choosing a topic that relates to the theme
 - b. Expected research of primary and secondary sources on topic
 - i. Explain the difference between primary and secondary sources
 - c. Proving how topic relates to the theme and how the topic changed history
 - d. Types of presentations: Documentaries, Exhibits, Historical Papers, Performances, and Websites and related rules
 - e. Explain how students may develop their projects either as an individual or in a group of 2, 3, 4, or 5 students
- II. Have students select a topic
- III. Have students do preliminary research on their topic
 - a. Search internet, media center, and possibly other libraries for possible sources on their topic (both primary and secondary)
 - i. Assign students to find at least five sources on their topic and turn in list of sources in MLA format
 1. Students are identifying sources not necessarily reading them
 2. These should be only print sources unless you want your students to interview (live, phone, email, etc.) someone that either participated in the topic or is an expert about the topic
 - b. Assign students to read one secondary source on their topic
 - i. Secondary source should be from the least of five sources handed in above
 - ii. Have students outline the general story sequence of their topic
 1. Outline may be in a simple beginning, middle, and end story format
- IV. Have students identify the Conflict and Compromise relation in their topic
 - a. Assign a two-paragraph assignment requiring one paragraph to explain the conflict(s) of the topic and one paragraph to explain the compromise(s) of the topic
- V. Have students continue preliminary research with more secondary source investigation and continued search for more possible sources
 - a. Assign students to find at least five more sources on their topic and turn in list of sources in MLA format
 - i. This time sources may include sources other than print sources (photographs, drawings, video images, etc.)
- VI. Have students identify the change of time of their topic (context and conclusion)
 - a. Assign a two-paragraph assignment requiring one paragraph to explain how things were before the topic occurred (the context or background of the topic — for example, the context or background of a topic on Rosa Parks and the Montgomery Bus Boycott would explain how the South was segregated giving specific examples like the African Americans being required to sit at the back of the bus) and one paragraph explaining how things changed because of the topic (conclusion)

- VII. Have students write a working thesis statement based on the theme.
- a. The thesis statement should be a one-sentence statement explaining how the topic's conflict and compromise changed things over time
- VIII. Students begin locating their ten or more sources (from the two lists they have handed in to you)
- a. Explain to them how you want them to take notes
 - b. Have them cite all information in MLA format
 - c. Students research should focus on their thesis and fit the outline of their topic (III.b.ii)
 - d. Students should take appropriate notes from sources
 - e. Students need not necessarily need to read the entire source if only a part of the source relates to their topic
 - f. Assign a due date when you want to see notes or have them turned in
 - g. Research should be on-going throughout the project
 - h. Many teachers require students to interview (live, phone, email, etc.) either someone who participated in the topic or an expert about the topic
- IX. Students should begin development of the presentation
- a. Documentaries
 - i. Students need to find many different images (both moving and still images) to fill ten minutes
 - ii. Students may use short excerpts of any interviews they may have completed
 - iii. Students need to decide what type of computer program they are going to use to generate the documentary (PowerPoint and Moviemaker are just two examples of computer programs students may use)
 - iv. Students need to write a script which they will record with the images to explain their topic
 - v. Students should state their thesis within their narration
 - b. Exhibits
 - i. Students need to find many different images to place on their exhibit
 - ii. Students need an artistic design to help represent their topic to the viewer
 - iii. Students need to use 500 of their own words to tell the story of their topic
 1. It is suggested that students explain their topic in six paragraphs (very similar to a five-paragraph essay) with each paragraph with creative descriptive title in a separate section of the exhibit
 - a. Introduction with thesis statement
 - b. Background (context)
 - c. Body of three paragraphs
 - d. Conclusion
 - c. Historical Paper
 - i. Students should use 1,500 to 2,500 words to explain their topic
 - ii. Thesis statement should be focus of the paper
 - d. Performance
 - i. Students need to develop a dramatic, creative presentation
 - ii. Students need to decide on set, props, and costuming
 - iii. Students will need to write a script based on their research which explains and supports their thesis
 - iv. Thesis should be creatively stated in the script

- e. Website
 - i. Students need to find images, video clips, etc. that helps them present their topic in an interactive web format
 - ii. Students may not link to any outside websites but create everything on their website
 - iii. These websites will not be posted on the web but rather burnt on a CD-R
 - iv. All websites should be compatible with the latest version of Microsoft Internet Explorer
- X. Students need to develop a bibliography with all sources they used to develop their topic
 - a. Bibliography should be divided into primary and secondary sources
 - b. Sources should be annotated
 - i. Annotations are short explanations of either how they used their source or what understanding they gained from the source
 - c. Bibliography should be in MLA format
- XI. Students should complete their presentations
- XII. Students should write a four-paragraph process paper answering the four following questions
 - a. Why I (we) chose are topic
 - b. How I (we) did my (our) research
 - c. How I (we) developed my (our) project
 - d. How my (our) topic relates to the annual theme