

Learning History and Improving Reading Skills Through Non-Textbook Sources

Overview

This option involves the creation of a unit based around the use of fiction and nonfiction reading selections. The purpose is to use fiction and nonfiction to develop student understanding of a specific historical issue or event, while strengthening and extending the student's ability to read and interpret fiction and nonfiction texts.

Required Components

1. A list of student learning objectives that specify what knowledge and skills students are expected to gain as a result of this unit. Objectives must be keyed to specific standards, benchmarks, and indicators from BOTH the Ohio academic standards for social studies and for language arts at the targeted grade level.
2. A work of fiction that is appropriate for most students at the targeted grade level. Include a copy of the book and a self-addressed envelop to use in returning the book to you.
3. A nonfiction book or article that is appropriate for most students at the targeted grade level. Specify whether the students will read all or part of the work. If students are to read only part of the work, you may submit a clear photocopy of the title page (record copyright date) and the portion(s) of the text that students will be assigned. Include a copy of the book or article and a self-addressed envelop to use in returning the book to you.
4. An original narrative that summarizes or tells the history that will be covered in the two texts. The narrative should have sufficient depth and detail to provide background for a teacher who is unfamiliar with the content being taught, and it should demonstrate knowledge gained from the TAH seminars, assigned readings, or other adult level readings selected by the participant. The narrative should reflect graduate level writing, and should fully and correctly reference sources used in preparing the narrative.
5. A copy of any study materials that students will use to help them understand and interpret the works of fiction and nonfiction. These should address both the history and the reading objectives for the unit.
6. A copy of any assessment instrument(s) to be used to determine what students have learned. Answer keys and/or scoring rubrics must be included.
7. A summary of what students will do. This may take the form of lesson plans. The goal is to provide enough detail that another educator could take the plan and implement it.

Teaching American History
Year One Final Project

Grading Rubric

Name _____

District _____

Title _____

Components	Point Value	Points Earned	Comments
The unit addresses content covered or closely related to the subject matter for the TAH year 1 activities.	10		
The history summary is well-written and accurate, and it adequately addresses significant issues and events.	30		
Student learning outcomes reflect significant historical issues and events.	10		
Fiction and Non-fiction works address the content specified in the learning objectives.	10		
The lesson addresses both significant historical content and important reading skills.	10		
The lesson plan is clear and easy to follow.	10		
The student assessment materials are well designed and are likely to yield information on how well the student has achieved the learning objectives.	10		
Social Studies and Language Arts standards, benchmarks, and indicators are referenced for the learning objectives.	5		
All required materials were submitted.	5		

.Total Score _____

Grade _____