**Genius Hour Research Project**

Social Studies courses assess a student’s ability to determine causation, continuity and change over time, determine characteristics of a certain historical period, find a comparison between historical events and periods, put historical events in the context of the period in which they occurred, formulate a historical argument based on evidence, analyze different historical interpretations, and make connections across time periods to reveal how certain events reveal the nature of future events. All of these skills will be used and assessed in this research project.

Students will be allowed to choose a specific topic of their choice in World History based on one of the following themes: social, political, or economic. Students will complete an argumentative research project that is composed of three parts: research paper, product, and a presentation. The research paper will be based on a student formulated historical question. Academic students will create their own historical question. Honors students will create their historical question based on the NC Essential Standards that will guide the student’s research throughout the project. The product will reflect what the student learned about their particular topic and help answer the student formulated historical question. The presentation will give the student the opportunity to share what they learned about their topic and their product with others.

The project is called “Genius Hour” because it will take place over the course of the semester during a teacher selected period every week over the course of the semester. This “Genius Hour” time will vary from week to week. It is the expectation that **90%** of the work on this project will be completed during this time in class. Some “Genius Hour” periods will be spent in the classroom and some in the computer lab or school library. If a student misses a “Genius Hour” class period they may be required to make up the time during a HOT Lunch tutorial.

**Research Paper**

The research paper will exhibit what the student has learned about their particular topic in World History by creating a historical argument based on their driving question, citing sources to reflect their research, and then synthesizing their research to develop a research paper, presentation, and product that reflects their historical understanding. The rough draft of the Research Paper with annotated works cited page will be due **April 27.** Final Research paper with annotated works cited is due will be due **May 25.**

Requirements:

* 12pt font, Times New Roman, double-spaced.
  + Academic: 675-825 words
  + Honors: 1125-1375 words
* Paper will use the ACES + C Writing Protocol.
* Paper should address the driving question of the student’s project completely (thesis) as well as set up the historical contextualization of the research topic (introduction paragraph).
* Evidence used should be directly related and support the argument given. All evidence should be cited in MLA format using in-text citations and a works cited (body paragraphs).
* Student should summarize their conclusions and evidence used (conclusion paragraph).
* Citation of different sources using a Works Cited in MLA format to follow paper. (Works cited page is NOT to be a part of the page minimum).
  + Academic: 3 sources
  + Honors: 5 sources
* No grammatical, spelling, or punctuation errors.

**Product**

The product will reflect what the student has learned about their particular topic in a visual way. The student’s product should represent their historical understanding of the topic that they chose and help their audience to gain a deeper understanding as well. For example, if the student is researching the societal impact of ancient law codes of women the student might create a progressive timeline that shows the rights that women received in different parts of the world over time. The teacher must approve all product ideas by **April 27.** At this time students must also make any wish list requests for any items that they may have difficulty obtaining on their own. Product will be due **May 25.**

Requirements:

* Must reflect the topic of the research project and should help to answer the driving question.
* May NOT be a PowerPoint, Prezi, or any type of presentation format.
* Must be attractive, informative, and well organized.

*Examples: Map, Advertisement, Journal, Blog, Blueprint, Comic Book, Diary Entries, Dramatic Interpretation or Reading, Poem, Musical Performance, Invention, Newscast or Podcast, Songs, Website, TedTalk, Non-Fiction Book, Minecraft Map, Choose Your Own Adventure story, etc.*

**Presentation**

During the Presentation student will present their product and their research to school officials, parents, and other community members. The presentation will occur in a gallery walk with eight students presenting per round. During the presentation students will have the opportunity to present their research via poster, PowerPoint, Prezi, or other presentation format. Presentation will be due **May 25.**

Requirements:

* Presentation addresses the driving question of the student’s project completely as well as sets up the historical contextualization of the research topic.
* Presentation connects evidence to historical research question and clearly establishes an argument.
* Student is able to accurately answer almost all questions posed by audience about the topic.
* Student speaks clearly and distinctly 100-95% of the time during the presentation.
* Student’s facial expressions, body language, physical attire, and word choice reflect a professional attitude and enthusiasm for their topic of choice.
* Student has completely prepared and rehearsed their presentation.
* Student stays on topic during the presentation and the gallery walk. Points will be deducted if student behavior is unprofessional at any time during the Gallery Walk either during presentation or being an audience member.
* Presentation shows a full understanding of the topic and uses graphics or other visuals to enhance audience’s understanding of the research topic.

**Other Requirements**

Students will also be required to write a research proposal, keep a research binder, and write weekly journal entries on their projects.

Research Proposal

Before writing, students must complete a project proposal and have the proposal approved by another teacher other. The teacher must sign off on their project proposal. This teacher may give feedback or suggestions to the student on their research topic. The proposal must be turned in to the teacher for approval by **February 23.**

Research Binder

The research binder is a compilation of the student’s research during their project. The binder should be organized by source and be a record of what the student learned from that particular source about their topic. Student should include 3 sources if academic level and 5 sources if honors level in their research binder. Research binder will be turned in with the paper, product, and presentation on **May 25.** Research binder checks will occur on **March 16** (½ of sources with annotated bibliography, research notes due) and **March 30** (all of sources with annotated bibliography, research notes, AND body paragraphs due).

**Expectations**

It is the expectation that students will complete 90% of the project during class time including research proposal, research, paper, product, and presentation. This will require that the student use their class time appropriately and remains focused on their project for the duration of the class period. The teacher will be available to answer any questions and assist with each part of the project as students are working. Students may also complete project during HOT Lunch Tutorials on Wednesdays and Fridays. If a student misses a “Genius Hour” class period they may be required to make up the time during a HOT Lunch tutorial.

**World History Project Topics**

* Prehistory: Paleolithic Era, Neolithic Era
* Early Civilizations: Mesopotamia, Egypt, China, India, Rome, Greece
* Ancient World Religions: Islam, Christianity, Judaism, Hinduism, etc.
* The Middle Ages: Europe and Asia
* African Civilizations
* Mayans and Incas
* The Renaissance
* The Age of Exploration
* Protestant Reformation
* Absolutism
* Colonialism
* Enlightenment
* Revolutions: Haitian Revolution, French Revolution
* World War I
* Between the World Wars
* World War II
* The Cold War
* Post War World: Israeli Palestinian Conflict, NATO, NAFTA, Global Economy.

**Students may choose another World History topic of their choice with teacher approval.**

**Rubrics and Grading**

See rubrics attached for details.

* Paper will be graded for a **TEST** grade.
* Product will be graded as a **QUIZ** grade.
* Presentation will be graded for a **QUIZ** grade.
* Annotated bibliography will be graded for a **QUIZ** grade.
* Rough draft will be graded for a **QUIZ** grade.
* Research proposal and binder checks will be graded for a **CLASSWORK** grade.

**Major Due Dates:**

* Genius Hour Project Proposal due **(Week 4 – February 23)**.
* Research Binder Check #1 (at least ½ of required sources with annotated citation and research notes AND thesis) due (**Week 8 – March 16)**
* Research Binder Check #2 (all of required sources with annotated citation and research notes AND body paragraphs) due **(Week 10 – March 30)**
* Rough Draft of Research Paper and product idea due **(Week 14 – April 27)**.
* Research paper, product, and presentation due **(Week 17 – May 25)**.

**Research Paper Rubric**

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| --- | --- | --- | --- | --- |
| **Criteria** | **1 Point** | **2 Points** | **3 Points** | **4 Points** |
| **Answer the Question** | The question is not restated.  There is no answer or the answer has nothing to do with the question. | There is an attempt to restate or the question is restated partially, but it’s not clear.  The answer is partially correct, incomplete, or student does not formulate a clear argument. | The question is clearly restated.  The question is answered fully and correctly, showing that the writer has attempted to formulate a clear argument. | The question is clearly restated.  The question is answered correctly and with sophistication and deep understanding. Argument is clear and convincing. |
| **Cite Evidence** | There is no context to support a deeper historical understanding of the topic.  There is no evidence to support the answer. | There is limited contextual information that does little to make connections between the argument and the context.  Only piece of good evidence is provided or multiple pieces of evidence are provided but to not support the answer in each paragraph. | Two or more pieces of evidence are provided, are relevant to the question and support the answer in each paragraph.  There is simplistic or generalized statements about the context of the research question and few connections between the argument and the context. | Two or more pieces of insightful evidence are provided and exceed a basic level of support in each paragraph.  There is significant contextual information that explains the connections between the research question and the larger context. |
| **Explain** | No attempts to explain how the evidence answers the question have been made. | The attempts to explain how the evidence answers the question are unclear or insufficient.  The explanation offers a simplistic evaluation of the evidence. | The explanation of the evidence is clear and sufficient.  The explanation offers an evaluation of the evidence that is partially supported by the evidence. | The explanation of the evidence is insightful and sophisticated.  The explanation offers an evaluation of the evidence that considers objections, limitations, and implications. |
| **Summarize** | No attempts to summarize the information have been made. | The summary is unclear or insufficient.  The summary does not provide commentary about connections between evidence or offers general commentary. | The summary is clear and sufficient.  The summary provides limited commentary about connections between evidence. | The summary is clear and insightful.  The summary provides commentary that interprets evidence and connects it to the argument. |
| **Conventions** | Many grammatical errors exist.  Citations are missing or are not in MLA format. | No more than 5 errors exist in grammar, syntax or punctuation.    There are no more than two citations missing. Most citations are in complete MLA format. | There are no more than 2 errors in spelling, grammar, punctuation and capitalization.  There is no more than one citation missing. All citations are in MLA format. | No grammatical errors exist.  No citations are missing. All citations are in MLA format. |
|  |  |  | **TOTAL POINTS POSSIBLE** | **20** |

**Product Rubric**

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| --- | --- | --- | --- | --- |
| **CATEGORY** | **1 Point** | **2 Points** | **3 Points** | **4 Points** |
| **Accuracy of Product** | Product vaguely represents the topic of research. | Product somewhat represents the topic of research. | Product mostly accurately represents the topic of research. | Product accurately represents the topic of research. |
| **Knowledge Gained** | Product does not represent the research topic but effort was made.  Product does not add to the greater understanding of the historical argument and connection to evidence. | Product represents a vague understanding of research topic.  Product adds to a greater understanding of the historical argument and connects to evidence. | Product represents a partial understanding of research topic.  Product creates a greater understanding of the historical argument and connects to evidence. | Product represents a full understanding of research topic.  Product creates a greater understanding of the historical argument and connects to evidence. |
| **Attractiveness** | The product does not reflect the student’s best effort. | The product has some attractive features. | The product is attractive. | The product is exceptionally attractive. |
| **TOTAL POINTS POSSIBLE** | | | | **12** |

**Presentation**

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| --- | --- | --- | --- | --- |
| **CATEGORY** | **1 Point** | **2 Points** | **3 Points** | **4 Points** |
| **Contextualization** | The presentation identifies a historical driving question but provides no context. | The presentation identifies a historical driving question but places the research question in a very limited context. | The presentation identifies a historical driving question and provides sufficient context information. | The presentation identifies a historical driving question and clearly explains the relevance of the research question in a greater context. |
| **Evidence** | The presentation offers no evidence related to the historical driving question. | The presentation offers little evidence related to the historical driving question and offers limited connections to argument. | The presentation offers evidence related to the historical driving question and offers connections to argument. | The presentation offers significant evidence to the historical driving questions and persuasively connects the evidence to the argument. |
| **Stays on Topic** | It was hard to tell what the topic was.  Student did not display professional behavior during presentation and/or as an audience member. | Stays on topic some (89%-75%) of the time.  Student had to be reminded to display professional behavior three or fewer times during presentation and/or as an audience member. | Stays on topic most (99-90%) of the time.  Student had to be reminded to display professional behavior one or fewer times during presentation and/or as an audience member. | Stays on topic all (100%) of the time.  Student displayed professional behavior one or fewer times during presentation and/or as an audience member. |
| **Enthusiasm** | Very little use of facial expressions or body language. Was not professionally dressed. Did not generate much interest in topic being presented. | Facial expressions, body language, physical attire, and word choice generate sometimes professional attitude and some enthusiasm about the topic in others. | Facial expressions, body language, physical attire, and word choice sometimes generate a strong professional attitude and enthusiasm about the topic in others. | Facial expressions, body language, physical attire, and word choice generate a strong professional attitude and enthusiasm about the topic in others. |
| **Preparedness** | Student does not seem at all prepared to present. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student seems pretty prepared but might have needed a couple more rehearsals. | Student is completely prepared and has obviously rehearsed. |
| **TOTAL POINTS POSSIBLE** | | | | **20** |