

# Steps for completing the "History on Tour" DVDquest:

## The Task:

**Students will plan an exhibit that features a person, group or event between 1900-1950 that has forever changed our world.**

1. Use the KWL chart to assess students' previous knowledge.
2. Students begin background research to narrow the focus of their exhibit.
3. Students share research findings about the era.
4. Teams are formed.
5. Team members brainstorm exhibit ideas.
6. Teams choose a topic for the exhibit.
7. Team members create a plan for researching the topic of the exhibit.
8. Students research the topic.
9. Students create the exhibit.
10. Students present the exhibit.
11. Students are evaluated.

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### Introduction

This lesson was developed as a part of the educational component of the *Henry A. Wallace* documentary produced by Iowa Public Television. The DVD includes the Wallace documentary as well as many other media clips, artifacts, and educational resources to encourage critical thinking and historical understanding.

The DVDquest appoints students as interns for the American Century Museum (ACM). Interns are tasked to design and develop a traveling museum exhibit called "History on Tour!" (HOT!) that will visit schools and libraries across the country.

The HOT! exhibit will showcase a person, group or event from the first half of the 20<sup>th</sup> century that has had great impact on the past, has influenced the present, and will likely shape the future. The person, group or event students choose could be connected to science, politics, or the arts and should be associated with scientific discoveries or historical happenings that carry long-lasting and far-reaching impact. Through interactive menus and media, students are encouraged to try innovative ways to communicate the message of the exhibit.

### **Suggested grades**

The *Henry A. Wallace* DVD is targeted at students in grades 9-12 in history, government, agriculture and science courses. Younger learners are elementary students (grade 5) in Iowa history.

This prior knowledge is important:

- vocabulary specific to curricular areas mentioned above
- research skills such as brainstorming, locating information, analyzing sources, critical media viewing, critical reading, interviewing
- technology skills -- using DVDs and computers
- critical thinking such as making a decision, solving a problem, experimenting and inquiring, investigating an issue, synthesizing and evaluating.

### • **The Task**

Students will plan an exhibit that features a person, group or event between 1900-1950 that has forever changed our world. They explain *why* and *how* this person, group or event changed the world and made history doing it. The topic of the exhibit should continue to impact the future. Students may choose from one of these categories: science, politics or the arts. The exhibit may take the shape of a: multimedia presentation, collection of artifacts, video documentary, poster display, theatrical production, collage, song or other.

### **The Process:**

#### • **Develop background information**

Use the KWL chart to help students identify what they already know, what they want to know and later reflect on what they learned about the era. **Refer to the "KWL ACTIVITY" SHEET found at the end of this document.**

#### **Begin background research -- Refer to the "HOT RESEARCH" TIP SHEET found at the end of this document.**

- Students conduct initial research to narrow their focus for the subject of their exhibit.
- These tasks should be completed in the initial research stage:
  - Identify major issues and events and prominent people of the time.
  - Interpret social values and opinions of the time.
  - Correlate research findings to possible themes of the DVDquest. Access the "Experts" video, and "Media Archive" on the DVD.
- The research tasks will be accomplished by:
  - Explaining the significance of people/events.
  - Reviewing articles, speeches, photos, video clips, cartoons.
  - Analyzing and interpreting articles, speeches, photos, video clips, cartoons.

**Refer to the "BACKGROUND RESEARCH" SHEET found at the end of this document.**

#### • **Share research findings**

Students will share with their classmates the research findings from the era

- **Form teams**  
Teacher will assign students to teams of 3-5 students each. Suggested team roles:
  - Team Leader: builds unity, acts as liaison to teacher and others outside the group, keeps the group moving forward, reminds team members of the goal, enforces timeline.
  - Lead Designer: designs the exhibit.
  - Lead Producer: produces the exhibit using the resources that the designer collects.
  - All members of the team participate in the planning and presentation of the exhibit. All members may assist the designer and producer.
  
- **Brainstorm ideas-- Refer to the "BRAINSTORMING HOT IDEAS" TIP SHEET found at the end of this document.**
  - The purpose of the brainstorming activity is to generate: a) ideas for the person, group or event that will be the focus of the exhibit and b) ideas for the format of the exhibit.
  - Guidelines for brainstorming:
    - Assign a leader and a note taker
    - Set criteria and guidelines for the activity
    - Entertain all reasonable ideas
    - Be creative
    - Build on one another's ideas
    - Avoid criticism of other's ideas
    - Set a time limit for generating ideas
  
- **Choose a topic-- Refer to the "CHOOSING A HOT! TOPIC" TIP SHEET found at the end of this document.**
  - Review the ideas that were generated during the brainstorming activity.
  - Narrow the ideas to 2 or 3 options.
  - Negotiate a decision. Choose a topic that interests all members of the group.
  
- **Create a plan for conducting research on the chosen topic**
  - Review the goal of the DVDquest.
  - Write a statement for the focus of the chosen topic of the exhibit.
  - Develop questions that will guide the research.

**Refer to the "HOT! RESEARCH PLANNING SHEET" TIP SHEET found at the end of this document.**
  
- **Research the topic-- Use the "HOT! RESEARCH" TIP SHEET**
  - Use primary and secondary resources.
  - Explore multiple perspectives on the topic.
  - Evaluate the sources for historical accuracy.
  - Does the research support the argument that the subject has had a lasting impact on society?
  - Is the topic too broad? Too narrow?
  - Is the goal of the DVDquest being addressed?
  - Are there areas that require additional research?
  - Analyze and synthesize the information gleaned from research.
  
- **Produce a Plan-- Refer to the "PRELIMINARY PLAN" TIP SHEET found at the end of this document.**
  - Students will sketch out the overall plan for their culminating activity by completing the chart.

- **Create the exhibit--** Refer to the "**CHECKLIST FOR AN EFFECTIVE EXHIBIT**" TIP SHEET found at the end of this document.
  - Interpret the research by creating an exhibit.
  - The exhibit should:
    - Show balance in perspectives.
    - Place the subject of the exhibit in historical context--physically, socially, and culturally.
    - Place the subject in historical perspective. What was the significance of the featured person, group or event that is featured?
  
- **Make presentation**
  - The exhibit is a: multimedia presentation, collection of artifacts, video documentary, poster display, theatrical production, collage, song or other.
  
- **Reflection**
  - Discussion ideas:
    - Explore additional issues to investigate
    - Propose possible extensions of the project
    - Discuss how students feel about their experience
    - Discuss how students could use what they learned in other settings

**The Evaluation**

**Students will be evaluated in terms of:**

- Individual performance
- Group performance

Each student will receive a score that is an average of an individual score and a group score.

**Refer to the "ASSESSMENT RUBRIC" on the Wallace Web site:  
[www.iptv.org/wallace/educators.cfm](http://www.iptv.org/wallace/educators.cfm)**

## **KWL Activity**

What do I <b>already know</b> about this time period-- the people and events of the time?	What do I <b>want to know</b> about this time period-- the people and events of the time?	What have I <b>learned</b> about this time period-- the people and events of the time?

## **"HOT!" Research Tip Sheet**

Research involves exploring a variety of sources. Your initial research will consist of a general scan of the era (1900-1950) in order to help you choose a topic for your exhibit. Later, after you've chosen your topic, you will embark on a search to collect information for your HOT! exhibit.

Here are a few ideas to keep in mind:

- ❑ Remind yourself of your purpose and the goals of the exhibit.
- ❑ Consult a wide range of reliable resources.
- ❑ Check primary and secondary sources.
- ❑ Chart the progress of your research.
- ❑ Document your sources.
- ❑ Meet your deadlines.

And ask yourself:

- ❑ What were the major events and issues of the time?
- ❑ Who were some prominent historical figures of the time?
- ❑ What prevailing values and opinions guided the times?

# Background Research Sheet

Issues of the Era	People of the Era	Events of the Era	How they relate to the "History on Tour!" (HOT!) themes	List resources you consulted

## **Brainstorming "HOT!" Ideas Tip Sheet**

Brainstorming is a technique used to generate new ideas.  
Warning: a brainstorming session may generate radical ideas!

Steps to a successful group brainstorming session:

- ❑ Focus on an issue and then come up with creative ideas for addressing the issue.
- ❑ Develop ideas as fast as possible.
- ❑ Entertain new ways of looking at things.
- ❑ Don't criticize other's ideas.
- ❑ Break down assumptions.
- ❑ Open up new possibilities.
- ❑ Evaluate ideas generated AFTER the brainstorming session.

## **Choosing a "HOT!" Topic Tip Sheet**

Selecting a topic can be tough. After you and your teammates have brainstormed ideas, choose a topic for your exhibit.

Think about these tips when choosing your topic:

- ❑ Pick a topic that interests you and the other members of your group.
- ❑ Keep your purpose in mind.
- ❑ Consider areas of expertise you and your teammates have.
- ❑ Narrow down a broad topic; expand a narrow topic.
- ❑ "Test" a topic with people outside your team.

## **HOT! Research Planning Sheet**

The Goal: Plan and create a travelling museum exhibit that features a person, group or event between 1900-1950 that has forever changed our world.

The Idea (Thesis):

Questions that will guide the research:

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## Preliminary Planning Tip Sheet

Topic/Theme:

Group Members:

Write a brief description of your exhibit:

- Make a list of jobs that must be completed and identify who will be responsible for each.
- Create a timeline for completion of each step in the process.
- List the media you anticipate using for your project.
- List other materials you will need to collect.

## Checklist for an Effective Exhibit:

❑ *Say something.*

Make your meaning clear as you tell a story, demonstrate an idea, or communicate a message.

❑ *Be historically significant.*

Be historically accurate, and demonstrate your understanding and interpretation of history while you help others understand too.

❑ *Make an impact.*

Make personal connections with your viewers by stirring their thoughts and emotions.

❑ *Look good.*

Be creative, original, and organized. Your exhibit should have an impact.

❑ *Make it a total experience.*

Your exhibit should promote curiosity. Viewers will see the “big picture” of your exhibit as they explore the “great stuff” and want to discover more “hidden treasures.”