Scholar of Distinction, Applied History

Program Criteria

Applied History, for purposes of the Minnesota Scholars of Distinction, is defined by the knowledge and skills that must be exhibited by the applicant. Students must demonstrate skills necessary to identify, access, analyze and present complex historical information. They are able to understand the nature of primary and secondary evidence and search various repositories for these sources; compare and contrast information from a variety of sources; recognize the connections between chronology, cause and effect, and change over time; and interpret and analyze historical issues based on available sources.

Each applicant is expected to pursue the study of History to develop understanding of the ways people's actions and ideas influence events, change over time, and the context and significance of events and individuals' actions by applying skills of research and analysis to issues of historical importance.

Assessment Elements

The assessment process will involve three reviewers that will use a rubric to evaluate evidence of historical skills comprehension, the effectiveness of the project based on student goals and presentations, and the student's ability to research and analyze at a high level.

Project Specifics

Applicants must submit a research-based Applied History Project demonstrating scholarly excellence and personal experience. The research project is due March 4, 2018.

Project is to be submitted electronically in a format that is clearly organized. The content must include all of the following items (see below for more details):

- Annotated K-12 resume, with testimonials

- Personal statement

- Project development narrative

- Project content

- Annotated bibliography and reflective essay

- Documentation of public presentation of project

Personal Statements and Supporting Documents

1. Annotated K-12 resume

    a. The resume should reflect the pathways and experiences that have led the student to qualify as a Scholar of Distinction in Applied History.

    b. List educational experiences that prepared the student for excellence in History, including specific coursework or training and independent studies.

    c. Identify engagement with History and the development of skills and understanding.

    d. Word-process and follow a resume format.

2. Testimonials (included in resume)

    a. Identify two individuals familiar with scholar's research and actions related to the project.

    b. Obtain permission and submit the individual's name, position/title, telephone number and a sentence on why you identified this person.

    c. Contact may be made at the discretion of the reviewers.

3. Personal statement of one to two pages

    a. In your own words, describe what History is and why it is important.

    b. Explain your previous experiences, present studies and future goals in the study of History.

    c. List project goal(s) and clearly explain how and why project goal(s) were established and the research and actions taken to accomplish the goal(s).

    d. Word-process and double-space.

4. Project development narrative of two to three pages

    a. Describe the scholar's significant commitment and project's goal(s) and objective(s), as well as challenges and successes.

    b. Explain project process from start to finish, outlining key steps that led to project completion.

    c. Review personal growth as well as project results/impact on others.

    d. Scan in supporting material and place within narrative or reference and use as addendum. Examples may include photos, press notices, event programs, etc.

    e. Include project log(s), journal, reports and self-evaluation.

    f. Conclude narrative with recommendations for others seeking to replicate the project.

    g. Word-process and double-space.

Project Content

1. Project Content

The final format of the project must use one of the methods that professional historians use to present history: a research paper, a museum-style exhibit, a documentary film, an analytical performance, or an interactive website. The format chosen must be appropriate to the student's subject matter, and must serve as a tool for binding the student's research and accumulated historical skills together.

    a. The student's final project must focus on a specific research topic in history. (See below for project examples). Student must formulate a thesis statement or argument about the chosen topic and convincingly support that thesis within the project.

    b. The project must include an analysis of that topic's context, impact and significance in history.

    c. The project must use primary and secondary resources to support the student's thesis.

    d. The student's final project itself, or a portfolio of the project's components, must be provided.

    e. The final project must demonstrate that the student understands these historical skills:

        i. Chronological thinking.

        ii. Interpretation, comparison and assessment of primary and secondary sources.

        iii. Analysis of historical evidence and drawing of conclusions.

        iv. Application of research skills through the investigation and presentation of a historical topic.

    f. The final project must show evidence of the students' ability to:

        i. Locate sources at various repositories of research materials.

        ii. Understand the distinction between primary and secondary sources.

        iii. Assess sources' credibility and bias.

        iv. Use a variety of sources to analyze, compare perspectives and provide multiple interpretations of their topic.

        v. Comprehend the historical context of their topic and how that topic was influenced by, or influenced, other historical events.

        vi. Articulate a clear thesis statement that explains the historical relevance of their topic.

        vii. Cite sources and document research in a bibliography.

2. Annotated bibliography and essay

   a. Prepare an annotated bibliography with a substantial number of primary and secondary sources that show depth and breadth of scholar's understanding of History and the scholar's particular research topic. Citation and annotation formats must be consistent.

   b. Reflect on the sources and prepare a one-to-two page essay on how the sources influenced the project's intent, analysis and components.

   c. Word-process and follow a structured format.

3. Documentation of public presentation of project

   a. Document public presentation(s) to audience(s) outside classroom/school environment. Examples may include organizations with an interest or stake in the project: a civic group, peer education, public library, etc.

   b. Documentation may include script/outline, photos, program or CD.

   c. Include evidence of feedback, review or evaluation and personal reflection.

Examples of possible Scholar of Distinction Applied History projects:

1. A project exploring a historical topic related to current events, in which the student defines the topic, develops a thesis, gathers and interprets information from primary and secondary sources, analyzes the historical topic's context and significance, makes connections to current events, and convincingly supports the thesis.

2. A project offering a new interpretation of an historical topic, in which the student defines the topic, develops an original thesis based on research using primary and secondary sources, analyzes the topic's context and significance, addresses others' interpretations or arguments concerning the topic, and convincingly supports the thesis.

3. A project analyzing a local or state component of a national or world historical topic, in which the student defines the national or world topic, isolates the local or state focus, develops a thesis, gathers primary and secondary sources from local and state repositories to support sources from national or world repositories, analyzes the local or state topic's context and significance, and convincingly supports the thesis.

4. A project structured as a historiography, in which the student defines the historical topic being discussed, introduces selected historians and their analyses of the topic, analyzes the various interpretations of the topic using additional primary and secondary sources, and presents a conclusion based on all evidence.

Applied History project consultants are available through the Center for Social Studies Education. Contact Jessica.ellison@mnhs.org, 651-259-3427.

Rubric for Evaluation of Applicants for the Minnesota Scholars of Distinction in Applied History

Criterion	Components reflect a level of DISTINCTION	Components reflect a level of HONORABLE MENTION	Components reflect a level of AVERAGE	Components do not qualify
Personal Statement (1 to 2 pages) **10 points**	**Clear and convincing articulation** of importance of history in terms of past experience, present studies and future goals. Scholar **clearly and strongly demonstrates** the development of skills over time. The work is **articulate** and shows a longstanding **commitment** to research in and application of historical knowledge and skills.	**Substantial** evidence of importance of history in terms of past experience, present studies and future goals. Scholar **clearly demonstrates** development of skills over time. The work is well-written, and shows a longstanding commitment to research in and application of historical knowledge and skills.	**Average and predictable** evidence of importance of history in terms of past experience, present studies and future goals. Scholar demonstrates the development of **some skills over time**. The work shows commitment to a weak or small research project.	**Sketchy or undeveloped** overview of importance of history in terms of past experience, present studies and future goals. Scholar has **not demonstrated** the development of some skills over time. The work does not show commitment to researching the project or the skills to do so.

Criterion	Components reflect a level of DISTINCTION	Components reflect a level of HONORABLE MENTION	Components reflect a level of AVERAGE	Components do not qualify
Annotated K-12 Resume **10 points**	Resume reflects education and experiences that have led the student to **excel** in historical research and application. Academic studies and activities have contributed **significant growth** of historical knowledge and skills. Resume preparation demonstrates **superior** quality for a high school student.	Resume reflects education and experiences that have led the student to **succeed** in historical research and application. Academic studies and activities have contributed **substantial growth** of historical knowledge and skills. Resume preparation demonstrates **satisfactory** quality for a high school student.	Resume reflects education and experiences that have led the student to **engage** in historical research and application. Academic studies and activities **have contributed** to historical knowledge and skills. Resume preparation demonstrates **average** quality for a high school student.	Resume reflects education and experiences that have led to historical research and application. Academic studies and activities have **limited** contribution to historical knowledge and skills. Resume preparation demonstrates **poor** quality for a high school student.
Annotated Bibliography and one page Essay **10 points**	**Extensive** annotated bibliography of primary and secondary sources that support a broad and comprehensive study of project components. The **essay** shows a **superior understanding** of the impact the research has had on scholar and the project. The writing reflects **superior** quality for a high school student.	**Substantial** annotated bibliography of primary and secondary sources showing a broad and comprehensive study of project components. The **essay** shows a **positive understanding** of the impact the research has had on scholar and the project. The writing reflects **high** quality for a high school student.	**Average** annotated bibliography of primary and secondary sources that shows a limited study of project components. The **essay** shows **some understanding** of the impact the research has had on scholar and the project. The writing reflects **average** quality for a high school student.	**Undeveloped** annotated bibliography of primary and secondary sources that show a cursory study of project components. The **essay** shows **a weak connection** of the impact the research has had on scholar and the project. The writing reflects **poor** quality for a high school student.

Criterion	Components reflect a level of DISTINCTION	Components reflect a level of HONORABLE MENTION	Components reflect a level of AVERAGE	Components do not qualify
40 points **Project Content** **10 points** **Project Narrative (continue 10 pt. value)**	**Significant evidence** presented that the scholar **knows and is able to use** key skills and apply history as identified in the Project Content component. **Clear and convincing evidence** the scholar conducted a valid study, including a **clearly articulated and well-supported thesis**. Context and impact of the historical topic are **clearly addressed** and act as a significant element of the student's argument.	**Strong evidence** presented that the scholar **knows and is able to use** skills and apply history as identified in the Project Content component. **Substantial evidence** the scholar conducted a valid study including a **clearly articulated and supported thesis.** Context and impact of the historical topic are **addressed** and act as an integral element of the student's argument.	**Evidence** presented that the scholar **knows and is able to use** key skills and apply history as identified in the Project Content component. **Some evidence** of scholarly research is provided. Thesis is present, but lacks clarity or supporting arguments. Context and impact of the historical topic are **addressed somewhat,** but do not form a substantive element of the student's argument.	**Lack of evidence** that the scholar **knows and is able to use** key skills and apply history as identified in the Project Content component. Evidence of research and provided were **not organized** to inform the reader. Thesis is absent or unsupported. Context and impact are **not present,** or do not contribute to the student's argument.

Criterion	Components reflect a level of DISTINCTION	Components reflect a level of HONORABLE MENTION	Components reflect a level of AVERAGE	Components do not qualify
	A **superior** approach to the project over an **appropriate** period of time. An i**nnovative or creative** project approach, content and methodology. **Only relevant** information and supporting materials were included and reliability was assessed. **Thoughtful reflection** on the process, future research and **recommendations** for others seeking to replicate are included. Organization and writing reflects **superior** quality for a high school student.	A **valid** approach to the project over an **appropriate** period of time. An i**nnovative or creative** project approach content and methodology. **Relevant** information and materials were included and reliability was assessed. **Reflection** on the process, future research and **recommendations** for others seeking to replicate are included. Organization and writing reflects **high** quality for a high school student.	A **limited** approach to the project over a **short** period of time. A **narrow** project approach, content and methodology. **Limited relevant** information and materials were included but reliability may be an issue. **Limited reflection** and **recommendations** for others seeking to replicate the process are included. Organization and writing reflects **average** quality for a high school student.	A **sketchy** approach to the project over a **short** period of time. An **ordinary** project approach, content and methodology. Relevance of information and supporting materials was **not apparent.** Reflection and recommendations for others seeking to replicate were **not included**. Organization and writing reflects **poor** quality for a high school student.
Project Presentation **15 points**	Scholar made a **public presentation**, created a **strong method** to assess feedback received, and has **reflected** on the process with maturity and objectivity.	Scholar made a **public presentation**, created a **satisfactory method** to assess feedback received, and has **reflected** on the process with maturity and objectivity.	Scholar made a **public presentation** and created a **weak** method to assess feedback received. **Little reflection** on the process was evident.	Scholar made a **presentation** with limited feedback. **Little or no reflection** on the presentation was evident.

Criterion	Components reflect a level of **DISTINCTION**	Components reflect a level of **HONORABLE MENTION**	Components reflect a level of **AVERAGE**	Components do not qualify
Testimonials 5 points	Identification and contact information provided.	Identification and contact information provided.	Identification and contact information was limited.	Identification and contact information was not provided.

Reviewer's Comments:

Level of Recommendation:

_____ Project reflects a level of **DISTINCTION**

_____ Project reflects a level of **HONORABLE MENTION**

_____ Project reflects level of **AVERAGE** work

_____ Project does not qualify for recognition