

# NHD

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## NATIONAL HISTORY DAY

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## Fakebook for 100 Leaders

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## Grade Level:

9-12

## Objectives:

At the conclusion of this lesson, students will be able to

- . Create a Fakebook page for a significant leader in a specific thematic or time period
- . Analyze the significance and legacy of a leader throughout history
- . Collaborate with other students to determine connections and associations between leaders across time and geography
- . Use technology and primary sources, including the internet, to publish a student-produced writing piece

## Guiding Question:

What is the significance of a selected leader, including their point of view, throughout history?

## Connections to Common Core:

**CCSS.ELA-Literacy.WHST.9-10.6** Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CCSS.ELA-Literacy.WHST.9-10.2.B** Develop the topic well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**CCSS.ELA-Literacy.WHST.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CCSS.ELA-Literacy.WHST.9-10.9** Draw evidence from informational texts to support analysis, reflection, and research.

## Connections to C3 Framework:

**D2.His.1.9-12** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical context.

**D2.His.2.9-12** Analyze change and continuity in historical eras.

**D2.His.4.9-12** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**D2.His.5.9-12** Analyze how historical contexts shaped and continued to shape people's perspectives.

**D2.His.14.9-12** Analyze multiple and complex causes and effects of events in the past.

### Documents Used:

#### Primary Sources

Classtools.net, Fakebook template, online website generator

<http://www.classtools.net/FB/home-page>

### Lesson Description:

**Overview:** Students choose a historical leader from NHD's *100 Leaders* and create a Fakebook page for them. This can be selected by theme (political leaders), geography (U.S. leaders), chronology (ancient civilizations), events (World War II), or topic (science).

**Time:** Approximately 4 to 5 45-50 minute periods with time for research, collaboration, and publishing the Fakebook page. This can be adapted depending on the level of the students and amount of front-loading. See adaptations below.

### Materials:

- . computer lab
- . internet access
- . Fakebook page (<http://www.classtools.net/Fb/home-page>)
- . NHD's *100 Leaders* resources ([www.100leaders.org](http://www.100leaders.org))
- . directions for students
- . rubric for students and grading
- . NoodleTools for the bibliography

### Lesson Preparation:

- . Set up technology (computers, internet, NoodleTools access)
- . Make copies of the directions and rubric for each student

### Procedure:

- . Distribute directions and rubric.
- . Log into computers, internet, Noodletools, NHD *100 Leaders*, and the Fakebook page.
- . Students can select (or can be assigned) their leader (this may require teacher approval).
- . Students should conduct research into their leader using the links on the *100 Leaders* website as well as other verifiable sources.
  - o Students should use NoodleTools to track their sources and complete a bibliography.

- . Students should collaborate with other students they will “friend” on their Fakebook.
- . If desired, students can present their page to the class to demonstrate their understanding and be open to questions from classmates and the teacher.
- . Students should submit a printed copy of their Fakebook page and their bibliography for assessment.
- . Teacher uses rubric to grade project and provide feedback.

#### Assessment Materials:

- . student presentation
- . Fakebook rubric

#### Methods for Extension:

- . Increase the required number of “likes”, comments, or updates
- . Require more organization of their page (political, social, economic views of their person)

#### Adaptations:

- . AP or Honors students could be assigned the research part of the project for homework and complete the collaboration and publishing part of the Fakebook in three days (one day for collaboration and two days for publishing).
- . For students with special needs or English language learners (ELL):
  - o increase days in the computer lab for extended time
  - o model a sample Fakebook page
  - o have a hard copy of the template and sample page to help guide them
  - o provide a note taking guide as they are completing their research
  - o scaffolding of entries/updates/posts with sentence starters
  - o ELL students could be able to use an online translator
  - o pair students to one leader to work on the Fakebook page together