QEP Pre-Activity Report

Name: Kathleen (Kate) Johnston

Course/Section to be Assessed: U.S. History 2010

Semester Implemented: Fall 2014

Control Course/Section (if applicable): ________________

1. What is the desired learning outcome? *(What do you want the students to be able to do better at the end of the lesson and to what degree?)*

Learning Activity Desired Learning Outcome: To help students learn the dynamic relationship between historical events and the ensuing historical documents and to challenge their analytical skills.

2. What activity/lesson will be implemented to increase mastery of the desired learning outcome?

Activity: The Treasure Hunt

This activity centers on three items: Historical events of 1750-1787, and the historical documents - the Declaration of Independence, and the U.S. Constitution.

In this project students are required to identify ten grievances that are stated in the Declaration of Independence. The students then must locate the specific historical event that led to that grievance. Finally, each student is asked to find and identify the specific Article and Section in the U.S. Constitution that protects the citizens from a recurrence of that grievance or violation of rights. In the completed essay, the students are required to provide specific information which elicits basic and analytical knowledge of both the historical event and the ensuing documents. As a result, students become familiar with the language and intent of both The Declaration of Independence and the Constitution.

As this “treasure hunt” progresses, it builds awareness of the relationship between daily history and official documents, as well as the consequences of historical events.

3. How will you measure whether the activity improved mastery of the targeted outcome?

The proposed activity will occur during the two week period of study of the Revolutionary period. In the QEP engagement activity, students initially work on their own. When the assignment is completed, the students are arranged into groups to discuss and evaluate the responses. Each group will present their findings to the class for review. The class will be able to assess the accuracy of the directed findings.

Evaluation

After the activity, the students will be asked to complete the Quality Enhancement Plan (QEP) In-class Activity Survey.
1. What were the results of your assessment of student improvement regarding the targeted learning outcome?
   
   (Based on the assessment, to what degree was the learning outcome achieved? What information was collected to measure the effectiveness of the activity on the learning outcome? Did any unforeseen factors emerge influencing the activity or outcome assessment results?)

As a result of this project, students became familiar with the language and intent of both *The Declaration of Independence* and *The Constitution*. As this “treasure hunt” progressed, it built awareness of the relationship of daily history and official documents, as well as the consequences and significance of historical events. Students became proficient at finding, understanding and verbalizing all sections of the U.S. Constitution.

2. Based on the results of the learning outcome assessment and semantic differential:

   A. Did the students find the activity engaging?  
      Yes ___  No _________
      
      Explain:

   In the QEP engagement activity, students initially worked on their own. When the assignment was completed, the students arranged into groups to discuss and evaluate their responses. Each group presented their findings to the class for review. The class discussed the accuracy of the directed findings, debating the various interpretations of constitutional issues.

   B. Did the activity achieve the desired learning outcome?  
      Yes ___ X ___  No _________
      (Include and discuss any assessment tools used as well as any qualitative or quantitative results)

   As a result of this project, students became familiar with the language and intent of both *The Declaration of Independence* and *The Constitution*. As this “treasure hunt” progressed, it built awareness of the relationship of daily history and official documents, as well as the consequences and significance of historical events.

   C. Will you use the activity again?  
      Yes ___ X ___  No _________
      What changes (if any) might be made to either the activity or the measurement of its impact on the learning outcome?

   Students will be encouraged to work in groups from the beginning of the project rather than wait and combine their finished searches. This might provide a wider view of historical events as well as greater student confidence in their conclusions.
Please record the results of the semantic differential:

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Comments: Students noted:
- I certainly learned from doing them.
- I enjoyed this assignment.
- This was an interesting hard assignment.
- The essay itself was boring to write, but it did help me understand American history.