



Ohio Standards

Connections:

Social Studies Skills
and Methods

Benchmark D: Work
in groups to analyze
an issue and make
decisions

11th Grade

Indicator 8: Apply the
processes of
persuasion,
compromise and
negotiation to the
resolution of conflicts
and differences.

12th Grade

Indicator 7: Engage in
group work on issues-
analysis and decision-
making: a. Identify a
problem or dilemma;
b. Analyze the
interests, values and
points of view;
c. Identify causes of
the problem or
dilemma;
d. Propose alternative
solutions;
e. Formulate a
position or course of
action;
f. Evaluate the
consequences of the
action taken.

Introducing National History Day in Ohio

11th & 12th Grade Lesson One

This lesson serves an introduction to the National History Day program. Students will learn the basics of the program, brainstorm topic ideas related to the annual theme, determine to work in a group or to work alone and start to select their topics.

Estimated Duration:

One to two class periods

Commentary: This lesson is designed to kick off an assigned History Day class project for students who are not familiar with the program. The activities can be adapted to help students returning to the program start thinking about the new annual theme. This is the first in a series of four lessons.

Pre-Assessment:

Use the History Day Self-Questionnaire to gauge students' ability and/or desire to work in a group.

Scoring Guidelines:

- Student wants to work in a group
- Student wants to work individually
- Student has identified appropriate partners
- Student needs to be placed into a productive group

Post-Assessment:

Topic Selection Sheet



Scoring Guidelines:

Points	Criteria
1	Did not come up with a narrow topic based on discussion and questions
2	Came up with a broad History Day topic based on discussion and questions
3	Wrote a narrow History Day topic based on discussion and questions
4	Wrote a narrow History Day topic based on discussion and questions and worked as a group
5	Wrote a narrow History Day topic based on discussion and questions, worked as a group, and came up with appropriate compromises

Instructional Procedures:

Introduction: The National History Day in Ohio program is ultimately asking students to become public historians. Public historians try to take history and make it accessible to a broad audience. Public Historians can be archivists, museum professionals, local historians, documentary makers, and authors.

History is the study of and analysis of the past. Some people may think of history as the sum total of all of human past, but historians can only study events, places and people that left evidence (or sources) behind. This also means there are opportunities to explore previously undiscovered historical topics or look at those topics from a different perspective.

The way historians have analyzed or interpreted the past has also changed. Historians are also interested in studying the past of normal, working class, and regular citizens. History is more than the story of famous people and events. A community's history can reveal information about the impact of national and international events on typical Americans.

Warm Up:

- Ask the class two questions: What is history? Who creates history?
- Discuss with students how public historians interpret history. .
- Ask students if they think their textbooks include every single piece of history? What is missing? Whose stories are missing?
- Tell students that they will be creating a National History Day project and they will all be able to come up with their own products



of public history.

- Introduce the students to the basic concepts and mechanics of National History Day:

Divisions:

Youth (Grades 4-5, exhibits only)

Junior (Grades 6-8)

Senior (Grades-12)

Categories:

Historical Paper

Individual Performance

Group Performance

Individual Documentary

Group Documentary

Individual Exhibit

Group Exhibit

Websites (both group and individual are in the same category)

Each History Day project must have an annotated bibliography (more in lesson 3) and a process paper. Process papers have four parts:

-How the topic was selected

-How the research was conducted

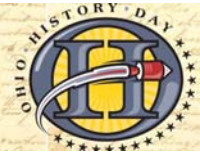
-How the presentation category was selected and how the project was created

-How the project relates to the theme.

Activity 1- Topic Selection:

Introduction: An important part of selecting a History Day topic is selecting a narrow topic. A broad topic covers a long period of time, a large geographic location, or many people are affected by the event. For example: World War II is a very broad topic because of the geography and the number people involved and affected globally, but the United States entry into World War II after Pearl Harbor is a narrow topic.

A narrow topic can also be looking at an event from a very particular perspective: The World War II Home front in Urbana, Ohio. Sometimes small pieces of a larger event can be used as a case study



to help examine that event. Historians often take diaries or accounts of a single eyewitness and turn it into a compelling piece of public history. Laurel Thatcher Ulrich translated the diary of an early American midwife, which became a popular historical non-fiction book with a companion piece on PBS: *Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812*. Ulrich won a Pulitzer Prize for the book.

- Pass project the annual theme sheet. Give the students a few minutes to look it over.
- Ask the students to brainstorm topics that relate to theme.
- Write the ideas on the board. Put them into two categories placing the broad topics on one side and narrow topics on the other. For example:

World War II
Slavery
Civil War

The Battle of Iwojima
Harriett Tubman
Morgan's Raid

- Ask the students why you separated the columns. Explain the difference between broad and narrow topics.
- Take a topic that are too broad and walk through the process of narrowing it down with the students. For Example: The broad topic is "The Great Depression." For a topic to be narrow it needs to cover a more defined period of time, geographic region, or set of peoples. A narrow topic could be: The Effect of the Great Depression on the Steel Industry in Youngstown.
- Using the broad topic, list off the people, places, and time period. Show several ways a broad topic could become a multitude of narrow topics.

Activity 2- To Work Alone or Not???

Deciding whom to work with can be a very important first step in the History Day project. Because of this, taking some time with the students to decide can be beneficial.

-Show the "Group Work vs. Individual Work" overhead or pass it out in class

-Explain that History Day projects can be completed in groups up to 5 people, but group work may not be the best choice for everyone. All students in the group are responsible for the end product.

-Discuss the overhead/handout with the class



gather in potential groups, or work individually and brainstorm topics.

-Hand out the “Topic Selection Sheet” as either homework or in-class time.

Extension

The State Coordinator for National History Day in Ohio is available to visit schools to get you and your students jump-started with the program. Visits can be set up by contacting 614.297.2343 or historyday@ohiohistory.org

Homework Options and Home Connections

Completed Topic Selection Sheet

Interdisciplinary Connections

English Language Arts

Writing Processes

11th & 12th Grade

1. Generate writing ideas through discussions with other and from printed material, and keep a list of writing ideas.

Materials and Resources:

For teachers Group Work vs. Individual Work, Annual Theme Sheet

For students Self Questionnaire, Group Work Contract, Topic Selection Sheet

Key Vocabulary

Broad Topic

Narrow Topic

General Tips

It is advisable that both teachers and students read through the



Contest Rulebook at the beginning of the History Day process. The rules are not the most important part of the program, but provide the guidelines for creating projects.

History Day can be managed several ways as a classroom project. To help facilitate the process, some teachers generate a list of topics that students can select from. This can also ensure that the topic falls into the history standards for their grade.

A teacher may also choose to put students into groups or only allow students to participate as individuals.

The “Group Work Contract” can help the students understand that each group member is accountable for the end product and try to create a structure to deal with conflict.

The “Self Questioning” sheet may also be a useful tool in helping the students think critically about who he or she wants to work with.

Choosing a good topic can be critical to the process of creating a History Day project. Make sure students consider the available research resources. While a local topic may not seem as interesting as a national or international topic, it may be a chance to use a smaller topic to reflect on the national story.

For example, the Civil War, World War I, and World War II are popular events to draw upon every year. Students may consider looking at their own community to see how those national and international events affected the people that lived in the same houses or on the same streets.

People from the community that participated in the national events and can be a good lens for examining such an event.

The topic selection sheet will be a helpful tool in developing the process paper after most of the project creation has been completed.

Make the students aware of the list of Ohio topics on the National History Day in Ohio website (www.ohiohistory.org/historyday) and check with your local historical organization or public library for help with local or regional topics related to the theme.



Katrina may be appealing, but remind the student to choose something more than 20 years old.

Attachments

Self-Questionnaire
Group Work Vs. Individual Work
Group Work Contract
Topic Selection Sheet