

Ohio Standards

Connections:

Social Studies Skills
and Methods

Benchmark A: Obtain
and evaluate
information from
public records and
other resources related
to a public policy
issue.

Indicator 4: Adjust a
research question or
topic based on
information obtained
while conducting
research.

**Content, Context, Conclusion: The Three C's of History Day
11th & 12th Grade Lesson Three**

The three C's of History Day help students understand some crucial pieces of information that all historians need to put together an argument. In this lesson students will learn how to write an annotated bibliography, understand historical context and historical thesis statements.

Estimated Duration:

One to two class periods

Commentary: This third lesson out of four will help students get to a point where they can start creating their projects. Students will be assessed on the thesis they create in Activity 4 or their Final Thesis Statement.

Pre-Assessment:

Two Sides to Every Issue

- Take two sources with opposing viewpoints. They can be primary or secondary. Use the Global Warming Essays, Women Suffrage Arguments or two sources of your choice.
- Have the students read their sources and answer the question on the Source Viewpoint Worksheet. Explain to the students that some sources don't have listed authors, but you can usually guess something about the author, just by reading the source.
- Have students on the same side of the issues stand on the same side of the room.
- Ask a question to get a mini-debate going and give each side a moment to respond. This exercise can last as long as it's productive.
- After the debate, have the students read the other source.



on the topic, or helped confirmed what they already thought. What did they learn about doing research for History Day?

- On the back of their worksheet have the students answer this question:

How did looking at both sides of this issue help your understanding of it?

Scoring Guidelines:

Use last question to determine students' understanding

Points	Criteria
1	Does not understand that using opposing viewpoints can help show a more complex story
2	Rarely understands that using opposing viewpoints can help show a more complex story
3	Somewhat understands that using opposing viewpoints can help show a more complex story
4	Mostly understands that using opposing viewpoints can help show a more complex story
5	Understands that using opposing viewpoints can help show a more complex story

Post-Assessment:

Thesis Statement

Scoring Guidelines:

Points	Criteria
1	Thesis statement shows the topic's historical significance
1	Thesis statement clearly relates to the annual theme
1	Thesis statement is based on the research
1	Thesis is a clear, concise sentence(s).
1	Thesis statement is narrow regarding time, place, and people involved.



Instructional Procedures:

Content- Introduction:

Content in a History Day project should be balanced between primary and secondary sources, but also examine both sides of an issue. Effectively creating an annotated bibliography will demonstrate the depth of research and sources used to create the project. The content of a History Day project is also the pictures, sources, quotes and text the student uses. Historians have to keep track of the sources they use to create their content.

A History Day project should have balanced content. Content should be balanced between primary and secondary sources and represent several viewpoints.

Balancing the research between primary and secondary sources show quality research. Sources should also be balanced between mediums: newspapers, photos, websites, archival documents, government records, etc. A bibliography filled with websites does not show “wide research” as described in the judges’ form.

While it may seem beneficial to only address the viewpoints of a historical event that support a thesis statement, it is better to represent and address opposing viewpoints rather than ignoring them. It creates a strong, more balanced and objective approach.

Viewpoints can be represented by beliefs (civil rights, suffrage, abolition, communism) and also by perspectives of different groups involved. If a student is researching the Battle of Iwo Jima, he or she should examine the Japanese and American points of view. If a student does a project on women’s suffrage, he or she should also address the movements against women gaining the right to vote.

Activity 1- Content- Citing Sources

- Hand out or project on a screen, the sample “MLA Sample Citations” or “Turabian Sample Citations.”
- Talk about the basic parts of a citation:
Author (last name, first name), Title. Publisher, location, date.
- Using the sources students gathered for their projects, have them practice writing citations.




strategies for staying organized.

- Show the "Sample Note Card" on the overhead, projector, or hand out copies to the class. Note cards can be used to organize the information that students get from sources. It includes citation information (author, title, publisher, etc), one quote, picture, or piece of information and the page number.

Activity 2- Content- 2-4-6-8, now it's time to annotate!

Along with the citation, students will need to create an annotation. An annotated bibliography has a short description of how the source was used in the project. It can also help justify its classification as a primary or a secondary source. Note cards or notebooks will help students stay organized and be able to go back and create the annotated bibliography.

An annotation should do three major things: briefly (one sentence) describes the sources content, demonstrates how the source was used to inform or create a project, and (if necessary) explains why it is a primary source. There are times when it may not be evident (because of a publication date or second edition)  a source is primary. An annotation gives the students an opportunity to discuss this.

The annotated bibliography should answer the general question "Where did you get all of this information?"

- Show the "Sample Annotated Bibliography" on the overhead or projector, or pass out to the students.
- Annotated bibliographies should be divided into Primary and Secondary sources.
- Using the sources that students wrote citations, have them write short annotations.

As a class, discuss the important components to include in an annotation: How was this source used in the project? What pieces of information can be pulled from the source?

Context Intro: By placing History Day topics in historical context, students are doing something essential to the study of history: showing how everything is connected. For some projects showing context may happen in the form of a timeline or a caption, but it



of the world and history.

Historical context includes the events, people, places, ideas or time period surrounding an event. Providing historical context puts a topic in perspective. Other events in the world before, during or after the topic can reveal information. For example: a History Day topic that focuses on the Equal Rights Amendment should mention the history of the women's movement in the United States: suffrage, the Progressive Era. This can take form as a timeline, a small piece on its own, or integrated into the project. See attached "Example Timeline and Exhibit label" for examples.



Activity 3- Context- Putting it all in Perspective:

- Ask the students to define context. According to the dictionary, context is the circumstance in which an event occurs; a setting.
- Ask: What do politicians or other figures in the media mean when they say a quote was taken out of context?
- Introduce the idea of historical context to the class: Why is context so important in a research or History Day project? Because history doesn't happen in a vacuum, everything is somehow connected. In order to better understand a topic, it helps to understand the circumstances surrounding the event. Were there events leading up to a topic that affected or caused it to happen? What else was going on in the world and in history at the time of the topic?
- Show the Election Day political cartoon, or another source, to the class.
- By using a textbook, encyclopedia or other secondary sources, have the students work individually or in groups to determine the context of the subject using the "Source Context Worksheet."
- After the students have filled out their sheets, come together and talk about what was learned by providing a context to a topic. Discuss the implication of this in a research or History Day project.
- Have the students write a brief paragraph that outlines a plan for providing historical context to their topic. What important events, people or places will be helpful in telling a full story about their topic?



Conclusion Intro:

An important component of a History Day project is the student generated conclusion or thesis-statement. History Day is supposed to stretch students to think critically and come up with a culminating statement about their topic. While this may not be groundbreaking historical thought, it's the students' analysis of the sources and research they conducted.

Tips on creating a thesis:

A History Day thesis statement should help demonstrate why the event, person, place or topic is significant to history. It answers the question "So what?" or "Why is this important?"

Historical Significance can be defined in many ways. An event, person, place or idea is historically significant if they:

- Are unique to the time period, transcends time and place,
- Explain relationships in history, how people, ideas or events are connected or related to each other.
- Influence many subsequent events
- Affect a large number of people
- Help discern patterns to explain the world around us
- Help show history from many different perspectives or from multiple voices
- Help understand past motivations and actions within the historical context of the time the event occurred.

A Thesis Statement is one sentence that:

- State's the writer's central idea;
- Predicts or values to the main points that form the backbone of the project;
- Makes a judgment or interpretation

Steps:

1. Read over research
2. Identify common ideas, thoughts or images.
3. Develop a thesis statement that can be supported by all texts reads.
4. Use at least one piece of information from each source on the project to support the thesis.



Activity 4 - Conclusion- Bringing it all Together

- Go back to the two sources used for the mini-debate (Pre-Assessment)
- Either individually or in groups, students will work to synthesize their opinion of the event and write a thesis statement.

Students will read their statements aloud and talk about the components of a good thesis statement.

Homework Options and Home Connections

Final thesis statement

Interdisciplinary Connections

English Language Arts

11th & 12th Grade

Writing Process

3. Establish and Develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.

Materials and Resources:

For teachers Sample MLA Citations, Sample Turabian Citations, Sample Note Card, Sample Annotated Bibliography, Election Day Cartoon, Example Timeline and Exhibit Label

For students Source Context Worksheet, Global Warming Essays or Women Suffrage Arguments,

Key Vocabulary

Historical Significance

Historical Context



General Tips

In order to more easily manage the class projects, it is advisable to select one of the two styles (MLA or Turabian) so you can keep consistent from project to project. Turabian, or University of Chicago, is used in the history field, while MLA is used in English or other social sciences.

For more information on thesis statements or annotated bibliographies:

Purdue Online Writing Lab (OWL)

<http://owl.english.purdue.edu/>

The Writing Center, University of Wisconsin- Madison

<http://www.wisc.edu/writing/>

Attachments

Global Warming Essays

Women Suffrage Arguments

Sample MLA Citations

Sample Turabian Citations

Sample Note Card

Sample Annotated Bibliography

Election Day Cartoon

Source Context Worksheet

Example Timeline and Exhibit Label