



Ohio Standards

Connections:

Social Studies Skills
and Methods

4th Grade

Benchmark B: Use a
variety of sources to
organize information
and draw inferences.

Indicator 5: Identify
main ideas and
supporting details
from factual
information.

Indicator 8: Formulate
a question to focus
research.

5th Grade

Benchmark A: Obtain
information from a
variety of primary and
secondary sources
using the component
parts of the source.

Indicator 1: Obtain
information from a
variety of print and
electronic sources and
analyze its reliability
including: a. Accuracy
of facts; b. Credentials
of the source.

Indicator 3.

Differentiate between
primary and
secondary sources.

Research Roadmap

4th and 5th Grade Lesson Two

Research is the most important aspect of creating a History Day project. Students must delve into their topics and act as detectives to uncover the clues to the past. Much like professional historians, History Day students take their research, synthesize a thesis, support it with documentation and show their own analysis. In this lesson, students will:

- Identify the difference between primary and secondary sources
- Understand how to identify a reliable source
- Understand where to find sources
- Create a research plan

Estimated Duration:

One or two class periods

Commentary: Many students will be undertaking a research project for the first time, so this lesson will help identify the types of available sources and where to find them. There are two separate Post- Assessments, one to meet the 4th grade standards and one to meet the 5th grade standards. This is the second lesson in a series of four.

Pre-Assessment:

Use any primary source, the Western Union Telegraph message sent from Orville Wright to his father in Ohio, or the Rufus Putnam 1803 map of Ohio and either display it on the overhead screen or hand out copies of it to students and then use a book from the library or text book as a secondary source.

Tell the students that each of these sources give you information about the first sustained flight by the Wright Brothers.

Ask the students to describe what is similar and what is different about these two sources.



Some points to draw out:

- One was written at the time
- One was written years after it happened

Define primary and secondary source for the students.

Primary Sources: Were created by someone at the time of an event or by someone who witnessed the event.

Secondary Sources: Were created after the event, using primary sources or other secondary sources.

- Ask students what other types of primary and secondary sources may be available about this event.

Scoring Guidelines:

Checklist

___ Students understand that the two types of sources are different

___ Students understand that one was written by a person who witnessed or was involved in the event, to other was not.

Post-Assessment:

4th grade- Research Strategy Sheet

5th grade- Source Checklist

Scoring Guidelines:

Research Strategy Worksheet

Question	Points	Criteria
1	1	Listed a topic related to the History Day Theme
2	2	Formulated a question to direct research
3	1	Listed at least 2 places to find sources
4	2	Listed at least 4 key words related to their research question
5	1	Listed at least 1 type of material to begin research
6	2	Listed at least 4 types of primary sources
7	1	Thought of at least 1 person to consult



Source Checklist

	Points	Criteria
Name of Source	1	Correctly named source
Author	1	Correctly identified author
Publication Date	1	Correctly identified publication date
Primary or Secondary	2	Correctly determined if the source was primary or secondary
Checklist	2	1 point- sometimes determined the correct points to check 2 points- often determined the correct points to check
Reliability	3	1 point- rarely understands if the source is reliable or not per justification 2 points- sometimes understands if the source is reliable or not per justification 3 points- often understands if the source is reliable or not per justification

Instructional Procedures:

Introduction: History Day projects require you to look at primary and secondary sources. Primary sources are created at the time of the event or are first-hand accounts of an event. There are many types of primary sources.

Activity 1: You are the Topic!

- Tell the students that a historian is going to write a biography about their lives.
- Ask the students to think about what sources the historian would be able to use to put together their biographies if the students were not around to tell his or her life story.
- Give the class time (5 minutes) to write down their ideas.
- Have the students share ideas and ask them to determine if the source is primary or secondary.
- Examples include: diaries, yearbooks, scrapbooks, photo albums, newspaper articles, report cards, interviews with people who know the student, birth certificate, items that belong to the student.

The “Types of Sources Worksheet” may help spark conversation after the initial brainstorming.



Activity 2: Creating a Research Roadmap

History Day research may seem very daunting to start off with. Every community has local research institutions and libraries that would be more than happy to have young student researchers. Check with your librarian or media specialists on policies about inter-library loans.

Have a book handy so you can show students the bibliography as a possible place to find primary and other secondary sources.

- Tell students about the different types of research institutions they can find sources:

University Libraries

Public Libraries (especially if they have rare book rooms or local history rooms)

Local Historical Societies

Archives

Museums

- Ask the students to name places in and around the community where they can do research. Check the OAHSM Directory of Organizations online to find a research institution in your area:

<http://www.ohiohistory.org/resource/oahsm/directory/>

- Hand out the "Research Strategy Worksheet" and have students work in their groups or individually to complete.

- Remind students that primary sources can often be found in the back of, or in the bibliography of secondary sources.

- Refer the students back to their "Topic Selection Worksheet" and the questions they have about their topic. What big question are they trying to answer with their research?

For example the topic is: The Underground Railroad in Cincinnati. The student may ask the big research question: Why was the Underground Railroad important in Cincinnati? Or What did people in Cincinnati do to help runaway slaves? Or Who was involved in the Underground Railroad in Cincinnati? Or Why was the Underground Railroad in Cincinnati important in history?

Questions can also be about how the topic relates to the History Day theme.



At <http://library.albany.edu/usered/wwweval/> you can walk through a tutorial on identifying trustworthy web resources. If your students will be primarily using the Internet, this will be an extremely beneficial

Have you tried INFOhio? It's free and full of great sources free to all Ohioans!

Select some unreliable or questionable sources from the Internet to better facilitate the discussion.

- Caution students about internet use. Anyone can post material on websites.

- Go over the internet research do's and don'ts

Internet Research DON'Ts:

DON'T use Wikipedia. Anyone can change the entries and erroneous information can be posted.

DON'T do all your research online.

DON'T trust information on a website where there is not evidence of the author.

Internet Research Do's

DO trust websites sponsored by the Ohio Historical Society, National History Day, Library of Congress, Smithsonian or other nationally recognized research institutions.

DO trust websites from Universities (ending in .edu)

DO use online databases to search for journal articles (like

FirstSearch, LexisNexis, OhioLink) or through library catalogs (like that at many of your public libraries) or INFOhio (www.infohio.org)

Activity 3- Trusting Your Sources

An interesting part of the study of history is determining if a source is accurate and whether it tells the whole story. Depending on the author, the time period, the publisher, or a number of other factors, some sources may not be reliable.

- Provide students with the "Source Checklist."

-Talk about each of the components on the checklist and why it contributes to a source being reliable.

-Show the students how to find the publication date or bibliography in a book.

- A bibliography is important because it tells other people or historians how an author got his or her information. Like a science experiment, other people need to be able to go back and retrieve the same information. It is also helpful when others are doing research.

- A quick search of an author on the internet may help determine whether or not he or she is an expert in the field.

For example: A student may look at the book "John Adams" by

David McCullough. A quick internet search will show that David McCullough is a well-respected author and historian and has won



the Pulitzer Prize. Other clues may include whether or not the person works for a University or other organization or if there is no information to be found about the person.

-Select one or several sources from the library, internet, etc and have the students analyze the source either in groups or individually.

Differentiated Instructional Support

Using Ohio Memory (www.ohiomemory.org) or another online collection catalog, show the students multiple types of primary sources. Show the source and ask why it is primary. Ask the students to name a similar secondary source.

Extension

Ask students to find a source on the internet related to their topic. Have them fill out the Source checklist and bring it back into class for discussion.

Homework Options and Home Connections

Research Strategy Worksheet can be completed outside of class time. Students should find at least 5 sources for their topic and use the Source Checklist to submit them.

Interdisciplinary Connections

English Language Arts

4th and 5th Grade

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

1. Establish and adjust purposed for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.



Materials and Resources:

- For teachers* Ohio Directory of Historical Organization:
<http://www.ohiohistory.org/resource/oahsm/directory/>
Wright Brothers Telegram
Secondary source/textbook with Wright Brothers
Entry, Types of Sources Handout
- For students* Research Strategy Worksheet
Source Checklist

Key Vocabulary

Primary Source
Secondary Source
Reliable Source
Bibliography

Technology Connections

Have students create a scrapbook on Ohio Memory.

General Tips

Tips from the classroom: In a Columbus elementary school, teachers identified local topics that could be researched at the library and had students select from the list of topics.

Attachments

Western Union Telegraph message sent from Orville Wright
Rufus Putnam 1803 Map of Ohio
Research Strategy Worksheet
Types of Sources Handout