



Ohio Standards

Connections:

Social Studies Skills
and Methods

4th Grade

Benchmark C:

Communicate social
studies information
using graphs or tables.

Indicator 9:

Communicate relevant
information in a
written report
including the
acknowledgement of
sources.

5th Grade:

Indicator 8:

Communicate research
findings using line
graphs and tables.

Making History Happen: Putting Projects Together
4th & 5th Grade Lesson Four

Outlining and constructing a History Day project brings together all of the elements: research, writing, and creativity. In this lesson students will:

- Learn how to outline an exhibit or performance
- Learn how to write captions or script
- Learn about different materials and supplies that can be used to put their exhibits together.

Estimated Duration:

One to two class periods

Commentary: This is the final lesson in a series of four. The end of this lesson will include a final deadline for student projects. 4th and 5th grade students are invited to show their work at Ohio History Day. Top projects will be awarded with prizes. All students will receive feedback from the judges. Each school sending students to Ohio History Day is required to provide two adult judges.

Pre-Assessment:

A checklist for student progress:

Scoring Guidelines:

Students have:

- Completed the bulk of their research
- Created annotated bibliographies
- Written a thesis statement



Post-Assessment:

Students will be assessed on their final History Day exhibits.

Scoring Guidelines:

See Youth Evaluation Forms attached

Instructional Procedures:

Exhibits made for History Day are much like mini-museum exhibits. There are several factors to consider:

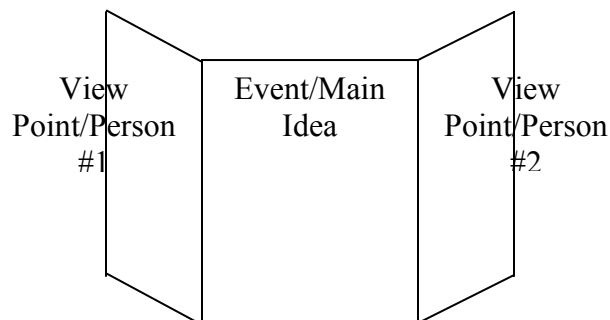
- How can the exhibit be organized so people understand it?
- What colors, graphics and other effects can be used to make it more appealing?
- What exactly should the exhibit say?

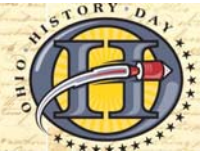
Activity 1- Outlining Exhibits

- Using the Exhibit Sampler, show students examples of exhibits that students have done before. Point out the use of color, the size of fonts, the size, use of images, use of panels that can be lifted.
- Point out that their exhibits have to contain enough information to support their theses without being TOO much information. There is a 300-word limit.
- Go over the different methods that can be used to create an exhibit:

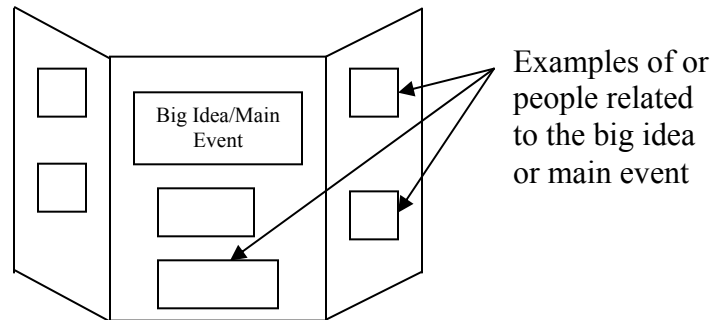
The word limit is often confusing. The 300- words refer to anything written by the student. Quotes, primary sources or other text not directly composed by the student does not count towards the word limit.

Compare/Contrast: Look at two viewpoints about an event.



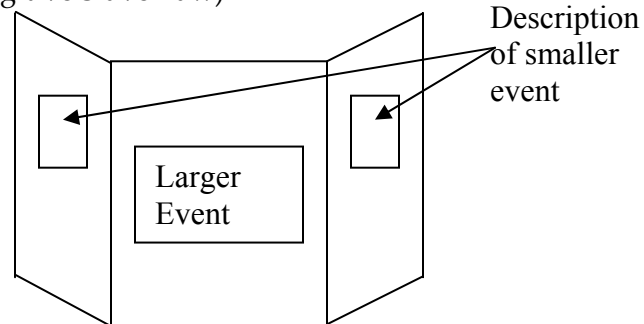


Multiple Case Study: Use many small examples to examine a larger issue.



Case Study: Use on small event to talk about a larger historical event.

(For example, the Rankin's are one small example of American's defying the Fugitive Slave Law)



- Give the students blank "Exhibit Outlines" and have them start working on their own exhibit's set-up.

Activity 2- Writing Exhibit Text

Exhibit text and captions should have two purposes: support the thesis and tell a complete story. Captions and text should be written for a general audience, be short and concise.

Look at caption in textbooks or think about text you've seen in museums. All text should have a purpose!

- Explain to the students that they only have 300 words to describe their History Day project. Part of those 300 words should include a thesis statement. (NOTE: the 300 words does not include quotes or words that are part of a primary source)
- Text should be broken up into sections no longer than 50 words. 50 words is about the limit that people like to read at once.
- Text should help the audience understand why a picture is there.
- Show the students a primary source (can use Wright Brothers Telegram or another source that they are unfamiliar with)



- In teams or individually, ask the students to write a short caption for the source as if it was part of their History Day exhibit.
- The students can share their labels with the class or put them up on the board.
- Give suggestions on making the labels better, more informative or shorter.
- Have the students use their Exhibit Outlines and start deciding where they want to fill in text.

Activity 3- Exhibit Design

Exhibits should be visually organized so they look great and make sense. Using colors and fonts can help enhance the message. An exhibit about industry in Cleveland can include pictures of the skyline or smoke to represent industry. This part of the process is really creative!

- Show the students the image of the "Timber Exhibit" very quickly. Give them 10-15 seconds to look at it carefully.
- Ask the students to list everything they noticed about the exhibit.
- Show the picture again. Point out elements that students can use to help make their exhibits appealing. Notice the different color paper, the use of graphs, and the use of a fold out panel, the neat layout.
- Tell the students about the different types of materials they can use for their exhibits: construction paper, foam core (available in sheets at office supply stores, usually near the exhibit boards), colored paper, markers, crayons, stamps, tacks, glue, double-sided tape.
- Open up the discussion to come up with other ways of creatively enhancing the exhibit or what types of materials can be incorporated.
- After discussing ideas for creativity, let the students finish filling out their Exhibit Outlines, using crayons or colored pencils to show their "design" elements.

Use the "Levels of Text" handout for guidance on font size.

An exhibit on the environment could use leaves. An exhibit on a country or state could include a flag! The sky is the limit!

Activity 4- Performances Outlines

A performance should be put together to tell a cohesive story. Characters and dialogue are used to get at the message.

- Performance examples can be found online at nhd.org/ProjectExamples, show students an example performance.
- Go over different ways to organize performances

First Person- Students take on the persona of actual historical characters and speak from first person.

Composite Characters- Based on research, students create characters that are like historical people, but take on characteristics or stories of different people.



Third Person- Students are dressed like historical characters and speak about them from third person.

A combination of all three can be used in any one performance.

Sometimes students will have a narrator to help the audience understand the scenes.

- Hand out the "Performance Outline" so students can start brainstorming about ways to create their exhibit. Encourage them to draw on their experience with plays to be creative.

Activity 5- Script Writing

A script for History Day performances has to tell a narrative and also get across the students' thesis statement.

- Students must have a few things decided about their performance before they start:

Characters- who will the students portray

Scenes – do the students want there to be one or several scenes

Thesis- what is the main point that students are trying to convey.

- Have students begin the process of writing their script. Encourage them to include an introduction section at the beginning and a conclusion section at the end.

- Remind students that all parts of their performance need to support their thesis and encourage them to integrate primary sources into their performance.

Extension

Contact the National History Day in Ohio office and have the staff present to the class about how to put together an effective exhibit.

Homework Options and Home Connections

Assign a deadline for a draft of the process paper and annotated bibliography

Assign a final deadline for the project.

Interdisciplinary Connections

English Language Arts

4th Grade:

Writing Process



others) writing that follows a format appropriate to the purpose using techniques such as electronic resources and graphics to enhance the final product.

Materials and Resources:

- | | |
|---------------------|---|
| <i>For teachers</i> | Exhibit Sampler, Wright Brothers Telegram or other primary source, Timber Exhibit image, Levels of Text Handout |
| <i>For students</i> | Exhibit Outline, crayons or colored pencils |

General Tips

Get in touch with the National History Day in Ohio office. Staff can come out to the classroom and give students assistance with putting together projects. The National History Day in Ohio office can be reached at 614.297.2343 or historyday@ohiohistory.org

Attachments

- Western Union Telegram sent from Orville Wright
- Exhibit Outline
- Example Exhibit Outline
- Exhibit Sampler
- Timber Exhibit
- Levels of Text Handout
- Youth Exhibit Evaluation Form