



Ohio Standards

Connections:

Social Studies Skills
and Methods

Benchmark D: Work
effectively in a group.

6th Grade

Indicator 7: Work
effectively to achieve
group goals: a.
Engage in active
listening; b. Provide
feedback in a

constructive manner;
c. Help establish
group goals; d. Take
various roles within
the group; e.
Recognize
contributions of
others.

7th Grade

Indicator 3: Establish
guidelines, rules and
time lines for group
work.

8th Grade

Indicator 5: Identify
ways to manage
conflict within a
group.

Introducing National History Day in Ohio

6th, 7th, & 8th Grade Lesson One

The purpose of this lesson is to introduce History Day in the classroom and brainstorm topics related to the annual theme. Student will decide whether to work individually or in a group and will identify the difference between a broad and narrow topic.

Estimated Duration:

One to two Class Periods

Commentary: This lesson is designed for students new to the program. Activities can be used as a kick-off for a required class History Day project. This is the first in a series of four lessons. Post assessments vary by grade to effectively assess each grades' intended indicator.

Pre-Assessment:

History Day Self-Questionnaire

Scoring Guidelines:

Checklist:

- Does the student want to work in a group?
- Has the student correctly (or intelligently) identified possible group members?
- Has the student correctly identified his or her normal role in group work?

Use this assessment to help monitor groups that form for History Day projects.



Post-Assessment:

Group Work Contract

Scoring Guidelines:

6th Grade:

Points	Indicators
1	Missed more than one part of the Group Work Contract. Never took the questions seriously or worked to achieve the group goal.
2	Missed more than one part of the Group Work Contract. Rarely took the questions seriously and worked to achieve the group goal.
3	Missed one part of the Group Work Contract. Sometimes took the questions seriously and worked to achieve the group goal.
4	Completely filled out the Group Work Contract. Mostly took the questions seriously and worked to achieve the group goal.
5	Completely filled out the Group Work Contract. Always took the questions seriously and worked to achieve the group goal.

7th Grade:

Points	Indicators
1	Missed more than one part of the Group Work Contract. Never established guidelines, rules and time lines for group work.
2	Missed more than one part of the Group Work Contract. Rarely established guidelines, rules and time lines for group work.
3	Missed more than one part of the Group Work Contract. Sometimes established guidelines, rules and time lines for group work.
4	Completely filled out the Group Work Contract. Mostly established guidelines, rules and time lines for group work.
5	Completely filled out the Group Work Contract. Always established guidelines, rules and time lines for group work.



8th Grade:

Points	
1	Missed more than one part of the Group Work Contract. Never identified ways to manage conflict within a group.
2	Missed more than one part of the Group Work Contract. Rarely identified ways to manage conflict within a group.
3	Missed more than one part of the Group Work Contract. Sometimes identified ways to manage conflict within a group.
4	Completely filled out the Group Work contract. Mostly identified ways to manage conflict within a group.
5	Completely filled out the Group Work contract. Always identified ways to manage conflict within a group.

Instructional Procedures:

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

History is the study of or interpretation of the past. While history can also be defined as all of human past, historians can only study events that there is evidence (or sources) left by people. Sometimes new evidence is found and changes our understanding of an event, person or place. Anyone can make history. Historians are interested in all parts of the past from laborers to people in the White House.

Warm Up:

-Ask the class two questions:

What is history? How is history made or created?

- Discuss with students how public historians interpret history.

- Tell students that they will be completing 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:

History Day students may end up looking at sources (like diaries, oral histories, census information) that no one else has read. There are exciting opportunities for students to be historical pioneers.



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.

Broad vs. narrow topics can be a tough concept for students to grasp, but an important one. Sometimes students will narrow their topics even further after researching them.

Activity 1- Topic Selection:

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. World War II is a very broad topic because of the geography and people involved, but the United States entry into World War II after Pearl Harbor is a narrow topic.

- Pass or 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



- Ask the students why you separated the columns. Explain the difference between broad and narrow topics.
- Take a topic that is 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.

Activity 2- To Work in a Group, or to Work Alone?!

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 facilitate this decision is advisable.

-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

-Hand out the “Group Work Contract” and give students time to gather in potential groups, or work individually and brainstorm topics.

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

Extension

Have students explore definitions of history from different dictionaries or online sources. What is same, what is different? How do the students define “history”?

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.

Homework Options and Home Connections

Group Work Contract completion

Topic Selection Sheet



Interdisciplinary Connections

English Language Arts

6th, 7th & 8th Grade

Writing Process:

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

Materials and Resources:

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

For students Group Work Contract, Topic Selection Sheet

Key Vocabulary

Public History/Public Historian

Broad topic vs. Narrow topic

General Tips

National History Day in Ohio staff understands that History Day projects can be managed in a number of ways. Some teachers require all students to do one type of project (for example: everyone does an exhibit) or require students to work individually (or conversely, work in groups).

To meet the History standards for the 6- 8-grade band, teachers may limit the type of topic, or present a list of topics for students to choose from. (i.e. 8th graders may be required to do an early American history topic)

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.



same houses or on the same streets.

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

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.

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

Caution against topics that are too modern. 9/11 or Hurricane Katrina may be appealing, but remind the student to choose something more than 20 years old.

The Annual Theme Sheet and Contest Rulebook can be found online at www.ohiohistory.org/historyday, or fill out the "Request a Teacher Packet" under the "Teachers" section of the website.

Ancient topics are often interesting and relevant to the annual topic. A great way to find primary sources is online or contacting museums and historians overseas. Colleges or Universities in the area may also have relevant materials on ancient topics. Also explore the Fordham's *Studying Ancient History*, online.

Attachments

Group Work vs. Individual Work
Group Work Contract
Topic Selection Sheet